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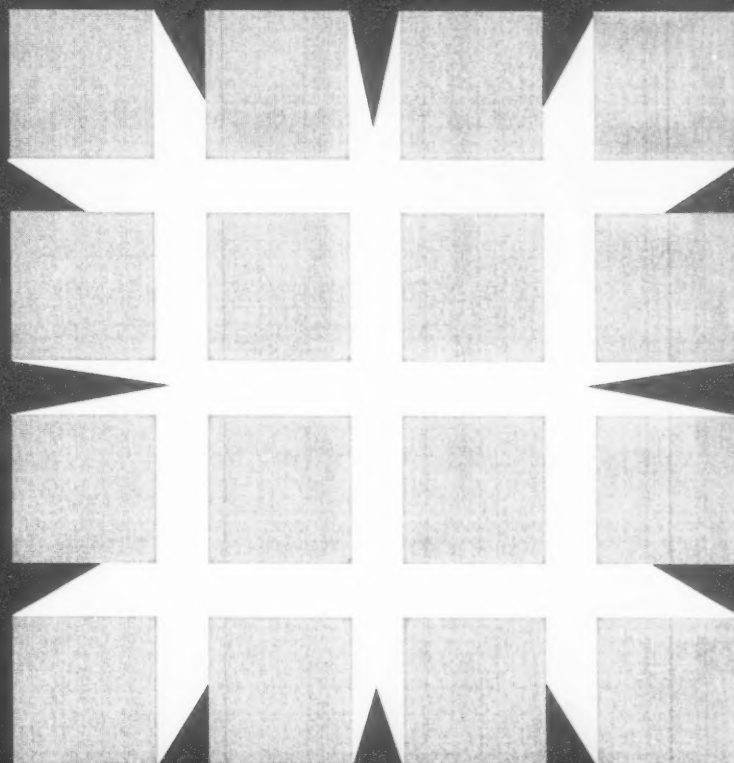
VOLUME 36/NUMBER 12

**Final Printed Issue** - See page iii, "Introduction"



# RESOURCES IN EDUCATION

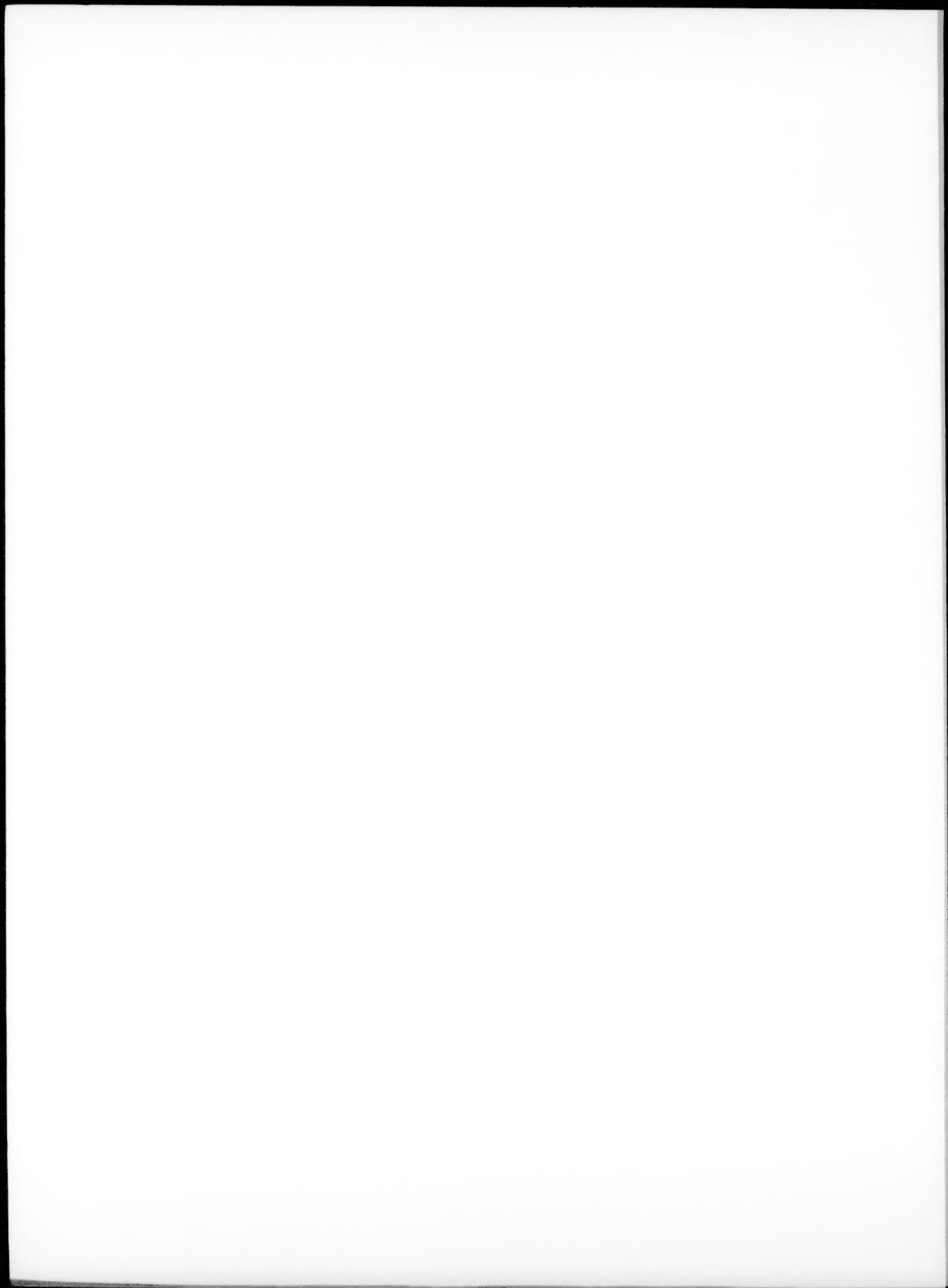
ED 454 365 — 455 358

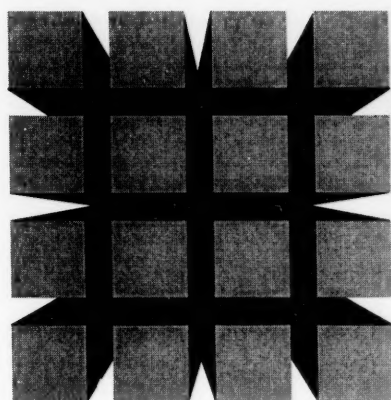


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National Library of Education  
Office of Educational Research and Improvement  
U.S. DEPARTMENT OF EDUCATION







# RIE

## RESOURCES IN EDUCATION

ED 454 365 — 455 358

December 2001

Volume 36/Number 12

### Introductory Pages

- Library of Congress Cataloging-in-Publication (CIP) Data for RIE ..... ii
- Introduction ..... iii
- Selected Acronyms Used in RIE (with Definitions) ..... iv
- Sample Document Resume (with Call-outs) ..... vi

### Document Descriptions/Resumes ..... 1

### Indexes to Document Descriptions/Resumes

- Subject Index (Major Descriptors and Identifiers) ..... 195
- Author Index (Including Editors and Compilers) ..... 273
- Institution/Sponsoring Agency Index ..... 299
- Publication Type Index ..... 319
- Clearinghouse Number to ED Number Cross-Reference Index ..... 341

### Appended Pages

- Thesaurus Additions and Changes ..... 345
- Submitting Documents to ERIC ..... 347
- Where to Send Documents ..... 348
- Reproduction Release (Form for Submitting Documents to ERIC) ..... 349
- ERIC Price Codes (Showing Equivalent Prices) ..... 351
- How to Order/Access:
  - *Resources in Education* (RIE) from the U.S. Government Printing Office (GPO) ..... 352
  - ERIC Documents from the ERIC Document Reproduction Service (EDRS) ..... 353
  - ERIC Bibliographic Database in Electronic Form (ERIC Processing and Reference Facility) ..... 355
- ACCESS ERIC (ERIC's Outreach Arm) ..... 357
- Major Vendors of ERIC Online Services and CD-ROM Products ..... 358
- ERIC Network Components (Addresses and Telephone Number) ..... Inside Back Cover



EDUCATIONAL RESOURCES INFORMATION CENTER

*Resources in Education* (RIE) is processed for printing by Computer Sciences Corporation, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERI policy.

RIE is available on subscription (12 issues/year), or as individual issues, from Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

# Library of Congress Cataloging in Publication

## Resources in Education

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# Introduction



## THIS IS THE LAST PRINT ISSUE OF *RESOURCES IN EDUCATION* (RIE): DECEMBER 2001

Thank you for your support of RIE. Your submission of documents and your interest in the quality of ERIC data have contributed immeasurably to the success of this publication over the past 35 years.

Sheila McGarr, Director, National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education issued a letter to the Superintendent of Documents, U.S. Government Printing Office, in October 2001 concerning the cessation of the print version of RIE stating:

*This letter is official notification to both GPO's Sales and Federal Depository Library Programs that as of January 2002, the ERIC Program will no longer print RIE.... The SuDoc number for RIE is ED 1.310, the item number is 0466-A.*

**New RIE data continues to be produced and is available for searching in the ERIC database at:**

<http://www.eric.ed.gov/searchdb/searchdb.html>

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**Resources in Education (RIE)** — Announces recent document literature related to the field of education, permitting the early identification and acquisition of documents of interest to the educational community.

**Sponsor:** Educational Resources Information Center (ERIC)  
National Library of Education (NLE)  
Office of Educational Research and Improvement (OERI)  
U.S. Department of Education  
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Washington, DC 20202

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related documents and journal articles. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or at professional organizations across the country. These Clearinghouses, each responsible for a particular educational subject area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

### **Organization of the Printed Journals:**

**Resources in Education** consists of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with a prefix ED (**ERIC Document**). The indexes appear in the "Index Section" and provide access to the resumes by Subject, Personal Author, Institution, and Publication Type.

### **Availability of Documents:**

The documents cited in **Resources in Education**, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in electronic form, in paper copy, and in microfiche. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. For more information on ordering ERIC documents, contact the ERIC Document Reproduction Service, DynEDRS, Inc., 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone: 800-443-3742 or 703-440-1400. Internet: <<http://edrs.com>>.

### **How to Submit Documents to ERIC:**

If you have documents that you would like to have considered for announcement in **Resources in Education**, please send two legible copies to the ERIC Processing and Reference Facility, 4483-A Forbes Blvd., Lanham, MD 20706. A reproduction release, giving ERIC permission to reproduce in electronic form, paper copy, and microfiche, and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility. For additional information and a reproduction release form, see *Submitting Documents to ERIC* at the back of this issue or go to <<http://ericfacility.org>>.

## Selected Acronyms

CH	—	Clearinghouse
CIJE	—	Current Index to Journals in Education (CIJE)
Comp.	—	Compiler
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
EJ	—	Accession Number Prefix (ERIC Journal Article)
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NLE	—	National Library of Education
OERI	—	Office of Educational Research and Improvement
PC	—	Paper Copy
RIE	—	Resources in Education (RIE)
SN	—	Scope Note
UF	—	Used For

## DOCUMENT SECTION



# Sample Document Resume

(for Resources in Education)

**ERIC Accession Number —**

identification number sequentially assigned to documents as they are processed.

**Clearinghouse Accession Number****Author(s)  
Title****ED 654 321***Butler, Kathleen***CE 123 456***Smith, B. James***Career Planning for Women.****Institution —** (Organization where document originated.)

Central Univ., Chicago, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

**Sponsoring Agency —** agency responsible for initiating, funding, and managing the research project.

Report No—ISBN-0-3333-5568-1; OERI-2000-34

Pub Date—2000-05-00

Contract—R1900000

**Report Number —** assigned by originator.**Date Published****Contract or Grant Number**

Note—30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1999).

**Descriptive Note** (pagination first).

Available from—Campus Bookstore, 123 College Avenue, Chicago, IL 60690 (\$5.95).

**Alternate source for obtaining document**

**Language of Document —** documents written entirely in English are not designated, although "English" is carried in their computerized records.

Language—English, Spanish

Journal Cit—Women Today; v13 n3 p1-14 Jan 2000

**Journal Citation**

PubType—Reports—Descriptive

(141)—Tests/Questionnaires (160)

**EDRS Price—MF01/PC02 Plus Postage.**

**Descriptors —** subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

**Publication Type —** broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Descriptors—Career Guidance, \*Career Planning, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

**ERIC Document Reproduction Service (EDRS) Availability —** "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute

**Identifiers —** additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 2000 and 2007, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)

**Informative Abstract****Abstractor's Initials**

## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names, together with the page on which each Clearinghouse's entries begin:

	Page		Page
<b>AA</b> – ERIC Processing and Reference Facility	1	<b>JC</b> – Community Colleges	103
<b>CE</b> – Adult, Career, and Vocational Education	1	<b>PS</b> – Elementary & Early Childhood Education	113
<b>CG</b> – Counseling and Student Services	21	<b>RC</b> – Rural Education and Small Schools	134
<b>CS</b> – Reading, English, and Communication	27	<b>SE</b> – Science, Mathematics, & Environmental Education	144
<b>EA</b> – Educational Management	42	<b>SO</b> – Social Studies/Social Science Education	152
<b>EC</b> – Disabilities and Gifted Education	54	<b>SP</b> – Teaching and Teacher Education	162
<b>EF</b> – Educational Facilities	65	<b>TM</b> – Assessment and Evaluation	172
<b>FL</b> – Languages and Linguistics	68	<b>UD</b> – Urban Education	185
<b>HE</b> – Higher Education	77		
<b>IR</b> – Information & Technology	87		

### AA

**ED 454 365** AA 001 335  
Resources in Education (RIE), Volume 36, Number 12.

Computer Sciences Corp., Lanham, MD.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Lanham, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-0098-0897

Pub Date—2001-12-00

Contract—ED-00-CO-0016

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$78 (Domestic), \$97.50 (Foreign). The ERIC database in electronic form can be purchased from the ERIC Facility: ericfac@inet.ed.gov

Journal Cit—Resources in Education; v36 n12 Dec 2001

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

Identifiers—\*Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and, therefore, is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version

of the ERIC database contains data fields in addition to those appearing in the printed journal, for example, geographic source, target audience, etc. (KN)

### CE

**ED 454 366** CE 078 895

Schwencke, Helen

**Adult and Community Education: A Snapshot of the Conditions and Circumstances of Being a Community-Based Adult Community Education (ACE) Provider in South Australia, Western Australia, New South Wales and Victoria from September to December 1997.**

Adult Learning Australia, Inc., Paddington, Queensland Branch.

Report No.—ISBN-0-646-37293-9

Pub Date—1999-00-00

Note—115p.; Funding for the project was provided by the Gaming Machine Community Benefit Fund. Adult Learning Australia, Inc., formerly Australian Association of Adult and Community Education.

Available from—Adult Learning Australia, Inc., Queensland Branch, P.O. Box 576, Paddington, Queensland, Australia 4064 (\$35 Australian).

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Adult Education, Adult Programs, \*Community Education, Curriculum, Delivery Systems, Developed Nations, Educational Research, Field Trips, Financial Support, Foreign Countries, Job Placement, Job Training, Nonprofit Organizations, Program Administration, Program Development, Program Implementation, Staff Development, \*Student Financial Aid

Identifiers—Australia (Australian Capital Territory), Australia (New South Wales), Australia (Queensland), Australia (South Australia), Australia (Victoria), Australia (Western Australia)

This report compiles information from a study tour to identify the current status, development, and issues of nonprofit organizations with voluntary boards of management that provide adult and community-based education (ACE) in Australia. An overview of the community-based ACE sector covers organizations in South Australia, Western Australia, Victoria, Australian Capital Territory, and

New South Wales. Definitions of, philosophies of, and approaches to community-based education are provided. Examples follow of management structures under which community-based organizations operate. The next section covers organizational issues of a general nature raised as part of the investigation, varying from practical to sociopolitical issues. The following section addresses staffing and human resource management. Next, the use of organizational and management tools is addressed. The next section covers resourcing issues and their impact on ACE providers. Other sections address impacts of vocationalization; program delivery; peak bodies, networks, and other sources of support available to community providers; formal infrastructure and support for ACE in the states; ideas for good practices; recent developments that have had an immediate impact on ACE providers; findings; and recommendations. Appendixes contain 13 references; definition of ACE; list of resources collected; itinerary; study tour description; and interview proformas. (YLB)

**ED 454 367** CE 078 904

Mishra, Arun Khanna, Pinki Shrivastava, Nalini

**Promoting Equal Access of Girls/Women to Technical and Vocational Education.**

Pandit Sunderlal Sharma Central Inst. of Vocational Education, Bhopal (India).

Pub Date—1999-04-00

Note—7p.; Reference document for the International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).

Available from—For full text: <http://www.unesc.org/education/pdf/ind-0.pdf>

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, Culturally Relevant Education, Developing Nations, Educational Planning, Entrepreneurship, \*Equal Education, Equal Opportunities (Jobs), Females, Foreign Countries, Nontraditional Education, \*Nontraditional Occupations, Occupational Aspiration, Postsecondary Education, Poverty, Rural Education, Rural Schools, Rural Women, Secondary Education, Sex Discrimination, \*Sex Fairness, Sex Role, Sex Stereotypes, Student Recruitment, Technical

Education, \*Vocational Education, \*Womens Education  
Identifiers—\*India

Despite United Nations' efforts, inequality of access for girls and women to technical and vocational education (TVE) persists in India. Challenges of the 21st century with regard to ensuring equal access of girls and women to TVE include: increasing the participation of girls (especially rural girls) in TVE; overcoming gender bias and stereotyping in TVE from educational planning, students, parents, society, and employers; facilitating wage and self-employment for girls; and adopting strategies that take account of cultural, geographical, and ecological variations and also problems relating to poverty and ignorance. Proposed strategies include the following: (1) decentralized and non-restrictive educational planning; (2) an expanded program of nonformal, low-technology vocational training for rural girls; (3) gender-sensitive planning; (4) gender-inclusive curriculum; (5) gender-exclusive educational and vocational guidance and counseling for girls and their parents; (6) upgrading of syllabuses and instructional materials; and (7) creation of gender-sensitive support structures for working women. The Pandit Sunderlal Sharma Central Institute of Vocational Education in Bhopal has initiated projects to promote equal access of girls to vocational education, including production of videotapes promoting gender equality and vocational programs; research activities related to career aspirations of girls through vocational education; and seminars on economic empowerment of women. (KC)

**ED 454 368** CE 079 073

Dwyer, Peter Harwood, Aramhi Tyler, Debra

**Seeking the Balance: Risks, Choices and Life Priorities in the Life-Patterns Project, 1998-1999. Working Paper 19.**

Melbourne Univ., Parkville (Australia). Youth Research Centre.

Report No.—ISBN-0-7340-1753-7

Pub Date—1999-08-00

Note—48p.

Available from—Youth Research Centre, Faculty of Education, The University of Melbourne, Parkville, VIC 3010 Australia. Tel: 61 03 8344 9633; Fax: 61 03 8344 9632; e-mail: yrc@ed-fac.unimelb.edu.au; Web site: http://yarn.ed-fac.unimelb.edu.au/yrc/home.html. For full text: http://yarn.ed-fac.unimelb.edu.au/yrc/publications/text/WP19.0.htm.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, \*Career Development, Career Education, Case Studies, Developed Nations, \*Education Work Relationship, \*Employment Patterns, Family Work Relationship, Foreign Countries, Job Satisfaction, Life Events, Life Satisfaction, \*Life Style, Longitudinal Studies, Needs Assessment, Outcomes of Education, Quality of Life

Identifiers—Australia

This paper provides an update on the 1998 findings from an Australian longitudinal study begun in 1991 and titled the Life-Patterns Project. Based on 1,430 returns of the questionnaire and interviews of a sub-sample of 100, it examines implications of patterns beginning to emerge as participants enter their mid-twenties and reassess their priorities. Chapter 1, a summary of 1998 results, reports that 67 percent were in full-time jobs, 48 percent were in their preferred career area, and having a steady job was participants' number-one priority. Chapter 2, on diversity of patterns, discusses development of a typology of life patterns with these five focuses: vocational, occupational, contextual, altered, and mixed. Case studies illustrate the features of each pattern. The chapter shows education is not the only factor determining how successful a young person is upon entering the work force. The relationship among control, choice, and risk at various points on the "continuum of control" is discussed. Chapter 3 focuses on the multi-dimensional lives of participants, with varying priorities given to work and life. Chapter 4 reports these findings regarding career and personal fulfillment: for many participants, the

disjuncture between educational achievement and career prospects has come as a surprise; and participants wanted to achieve and maintain a regular job in which they can improve their career prospects, but not at the cost of their personal relationships. (Contains 18 references.) (YLB)

**ED 454 369** CE 081 770

Vickerman, Kathrine D.

**The Voice of Our History, 1945-1995.**

Mountain Plains Adult Education Association.

Pub Date—1996-00-00

Note—106p.; For a volume covering 1996-2000, see CE 081 771. Photographs may not photocopy well.

Available from—Idaho State University, P.O. Box 8015, Pocatello, ID 83209. Tel: 208-236-4545; Fax: 208-236-5806; e-mail: vickkath@isu.edu; Web site: http://www.mpaee.org/. For full text: http://www.mpaee.org/info/hist/loc.html.

Pub Type—Historical Materials (060)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Education, Awards, \*Educational History, Educational Research, Educational Resources, Leaders, Nonprofit Organizations, \*Organizational Change, Organizational Climate, \*Organizational Development, \*Organizational Objectives, Postsecondary Education, \*Professional Associations, Professional Development, Regional Cooperation

Identifiers—\*Mountain Plains Adult Education Association

This document presents the history of the first 50 years (1945-95) of the Mountain Plains Adult Education Association (MPAEA). The MPAEA, which includes adult education leaders from the states of Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming, strives to ensure that every adult is prepared for a lifetime of learning and to foster cooperation among the persons and organizations practicing or researching adult education throughout the region. Following introductory materials, including the organization's first constitution, the document contains descriptions of MPAEA's activities in year 8 (1953) through year 50 (1995). Appendices contain a list of past presidents, a list of award recipients and emeriti, the current constitution, and descriptions of scholarships available through the organization. The information comes from conference proceedings, agendas, brochures, newsletters, journals, and correspondence. Examples of these publications and photos of association events are included. (KC)

**ED 454 370** CE 081 771

Vickerman, Kathrine D.

**The Last Five Years of the Millennium.**

Mountain Plains Adult Education Association.

Pub Date—2001-00-00

Note—61p.; For the volume covering 1945-1995, see CE 081 770. Photographs may not photocopy well.

Available from—Idaho State University, P.O. Box 8015, Pocatello, ID 83209. Tel: 208-236-4545; e-mail: vickkath@isu.edu.

Pub Type—Historical Materials (060)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Education, \*Awards, \*Educational History, Educational Research, Educational Resources, Leaders, Nonprofit Organizations, Organizational Change, Organizational Climate, \*Organizational Development, Organizational Objectives, Postsecondary Education, \*Professional Associations, \*Professional Development, Regional Cooperation

Identifiers—\*Mountain Plains Adult Education Association

This document presents the history of the last five years (1996-2000) of the Mountain Plains Adult Education Association (MPAEA) through summaries and photos of the yearly conferences held between 1996 and 2000. The MPAEA, which includes adult education leaders from the states of Arizona, Colorado, Idaho, Nevada, New Mexico, Utah, and Wyoming, strives to ensure that every adult is prepared for a lifetime of learning and to foster cooperation among the persons and organiza-

tions practicing or researching adult education throughout the region. Appendices to the document include the MPAEA constitution; and lists of winners of MPAEA Award of Merit, President's Award, Award of Commendation, Lay Leader Awards, Outstanding Educator Awards, Outstanding Adult Learner Awards, Scholarships for Innovation, and Memorial Scholarship for Graduate Studies; lists of past presidents; and emeritus members. (KC)

**ED 454 371** CE 081 774

Quinn, Petrina Hemmings, Brian

**Developing a Model To Explain Student Persistence in Tertiary Agricultural Study.**

Spons Agency—Rural Industries Research and Development Corporation, Barton (Australia).

Pub Date—1999-12-03

Note—19p.; Paper presented at Annual National Research Forum of the Australian Rural Education Research Association (Melbourne, Victoria, December 3, 1999).

Available from—For full text: http://www.nex-us.edu.au/TeachStud/arera/research/Quinn.htm.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Persistence, Agribusiness, \*Agricultural Education, Agricultural Production, Beliefs, \*Causal Models, \*Conservation Education, Developed Nations, Educational Research, Foreign Countries, Goal Orientation, \*Higher Education, Predictor Variables, Satisfaction, Self Efficacy, Student Attitudes, \*Student Motivation, Values

Identifiers—\*Australia

Drawing on data collected from students attending Australian rural- and urban-based universities, structural modeling was used to test the validity of a model of student persistence and satisfaction in agricultural courses. The model placed personal and environmental factors as predictors of student persistence and satisfaction and was comprised of seven constructs. The two entry constructs (data collected at the beginning of the first year) were knowledge of agriculture and future orientation (goals and career); the three intervening constructs were fit with the course, fit with the ideology (values and beliefs), and self-efficacy; and two dependent constructs (data collected towards the end of the first year) were level of student satisfaction and student intention to persist with agricultural study. Results indicated that constructs in the model, including self-efficacy, knowledge of agriculture, future orientation, fit with the ideology, and fit with the course were predictors of student persistence and satisfaction. Some implications for current educational practice, industry, and professional engagement in tertiary education were suggested. (Contains 53 references, 3 figures, and 2 tables.) (YLB)

**ED 454 372** CE 081 778

Carter, A.

**Executive Coaching: Inspiring Performance at Work. IES Report 379.**

Sussex Univ., Brighton (England). Inst. for Employment Studies.

Report No.—ISBN-1-85184-308-6

Pub Date—2001-05-00

Note—78p.; Study supported by the IES Research Club.

Available from—Grantham Book Services, Ltd., Isaac Newton Way, Alma Park Industrial Estate, Grantham NG31 9SD, United Kingdom. Web site: http://www.employment-studies.co.uk (19.95 British pounds).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Careers, Foreign Countries, \*Individual Development, Inservice Education, Interprofessional Relationship, Leadership Training, \*Management Development, \*Mentors, \*On the Job Training, Organizational Change, Organizational Development, Postsecondary Education, \*Professional Development,



### Professional Training, Theory Practice Relationship

#### Identifiers—Great Britain, Reflective Thinking

A four-phase study was conducted in Great Britain to determine what executive coaching is, why organizations use it, what issues are involved, and where executive coaching fits in terms of management learning theory. Data were gathered through a literature review, in-depth interviews with management development specialists and others in organizations using executive coaching, in-depth interviews with executive coaches along with document analysis and discussions, and a forum of Institute for Employment Studies Research Club members in England. The study involved 22 people in 14 different organizations. The study found that executive coaching is a process of work-related development for senior and professional managers that includes business, functional, and personal skills. The process includes entry and contracting, identifying issues, reaching a shared diagnosis, planning to address development needs, action taking and reflection, and closure. Organizations are using executive coaching for accelerated development, implementation of change, provision of a critical friend, and underpinning wider development programs. In addition it is used to reward and retain key staff. Implementation of executive coaching involves a myriad of issues, including credentials of coaches, matching managers and coaches, "coaching envy," cost, trust and control, and evaluation. The study also found that executive coaching fits within the field of development, linking it to mentoring and career counseling, learning on the job, a "meta-process" maximizing learning, or a mediatory process between career management "thinking" and "action." (Contains 58 references.) (KC)

ED 454 373

CE 081 784

#### American Vocational Education Research Association (AVERA) Proceedings (New Orleans, Louisiana, December 10-13, 1998).

American Vocational Education Research Association.

Pub Date—1998-12-00

Note—229p.; The 1998 American Vocational Education Research Association (AVERA) Annual Meeting was held as part of the American Vocational Association (AVA) Annual Convention (New Orleans, LA, December 10-13, 1998). Program chair was Hollie Thomas.

Pub Type—Collected Works - Proceedings (021)

#### EDRS Price - MF01/PC10 Plus Postage.

Descriptors—\*Agricultural Education, Agricultural Safety, Auto Mechanics, College Freshmen, Community Colleges, Comparative Education, Continuing Education, Critical Thinking, Delphi Technique, \*Distance Education, \*Education Work Relationship, Females, Foreign Countries, Higher Education, International Education, Laboratory Safety, Leadership, Management Development, Middle Schools, Nontraditional Occupations, Outcomes of Education, \*Preservice Teacher Education, Research Methodology, Retailing, Secondary Education, Student Attitudes, Student Evaluation, Teaching Methods, Tech Prep, Technical Occupations, Theory Practice Relationship, \*Vocational Education, \*Vocational Education Teachers, Womens Education, Work Ethic

Identifiers—Georgia, Germany, Iowa, North Carolina, United States

This document contains 14 research paper presentations and 5 "mini-tips" from the 1998 American Vocational Education Research Association (AVERA) annual meeting. The first section includes three papers on international and distance education: "Determining Success of Vocational Students Enrolled in Distance Education Courses" (Michael K. Swan, Diane H. Jackman); "The Use of Applied Communications in Developing Critical Thinking Skills of Tech Prep Students" (Don R. Gelven, Bob R. Stewart); and "Using Delphi Technique to Create a Definition of Internationalization" (Barbara G. Ludwig). Three papers on school-to-work transition issues are included in the second section: "School-to-Work Curricula in the Middle

Schools: Benefits, Issues, and Concerns" (Curtis Finch, Marianne Mooney); "Comparing Three Automotive Partnership Programs at the Community College Level with the School-to-Work Model" (Michael L. Klyde, Leonard Albright); and "Stages of Concern of Administrators and Teachers in the Implementation of the School to Work Transition Initiative in North Carolina" (Barbara M. Kirby, Wilbur Smith). Two papers on university instruction in agriculture make up the third section: "Attitudes of College of Agriculture Freshmen Toward Agriculture" (Lisa Breja, James E. Dyer, Randall J. Andreasen); and "Safety Issues in Agriculture Education Laboratories" (James E. Dyer and Randall Andreasen). The fourth section contains papers on recent doctoral research in vocational education: "Factors Influencing Females Choosing Nontraditional Vocational-Technical Occupations" (Susan Degee); "Work Values and Leadership Styles of Manufacturing Employees in the U.S. and Germany: A Cross Cultural Comparison" (K. Peter Kuchinke); "Technical and Occupational Education Instructors' Perceived Uses of Student Assessment Information in Making Educational Decisions" (Greg Belcher); and "The Education of Retail Managers through Management Training Programs in Apparel Retail Organizations" (Irene M. Foster, William L. Theummel). In the fifth section, two papers explore assessment in vocational education: "Assessment of Work-Based Learning Programs in Georgia" (Clifton Smith); and "Assessment in the Vocational Education Classroom: Using Information for Instructional Decisions" (Howard R. D. Gordon, Richard J. Yocke). Following the papers are "mini-tips" on issues in vocational educational research: "Using Qualitative Research to Frame the Examination of an Alternative Vocational Teacher Education Program" (Gloria Heberly); "Characteristics of a Conceptual Framework Addressing the Environment of Instructional Space" (Lennie Scott-Webber); "Strengths and Weaknesses of E-mail as a Survey Research Method" (Allen D. Truell); "A Redesigned Program for the Preparation of Teachers" (Bob R. Stewart, Martin Berge); and "Exploratory Style of Vocational Educators" (Helen C. Hall, Bettye P. Smith). Individual papers contain references. (KC)

ED 454 374

CE 081 789

Sosale, Shobhana

#### Trends in Private Sector Development in World Bank Education Projects. Policy Research Working Paper Series.

World Bank, Washington, DC. Human Development Network.

Report No. —WPS-2452

Pub Date—2000-09-00

Note—60p.; Produced by the World Bank Education Team and the Policy Research Dissemination Center.

Available from—World Bank, 1818 H Street, NW, Washington, DC 20433. Tel: 202-473-6490; Fax 202-522-3233; e-mail: ssosale@worldbank.org. For full text: <http://www.worldbank.org/Research/workpapers>.

Pub Type—Reports - Research (143)

#### EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Access to Education, Adult Education, Case Studies, \*Developing Nations, Educational Demand, \*Educational Finance, Educational Policy, Foreign Countries, Futures (of Society), \*Nongovernmental Organizations, Policy Formation, Postsecondary Education, Poverty, Private School Aid, Private Sector, \*Privatization, Professional Development, Program Development, Program Effectiveness, Public Policy, Resource Allocation, Secondary Education, Student Costs, Student Financial Aid, \*Teacher Education, Vocational Education

Identifiers—Argentina, Burkina Faso, Capacity Building, Chile, Comoros, Dominican Republic, El Salvador, Indonesia, Maldives, Mali, Mauritania, Senegal, \*World Bank

The private sector is playing an increasingly important role in financing and providing educational services in many countries. (Often the term "private sector" encompasses households' out-of-pocket expenses rather than describing for-profit or

not-for-profit sectors.) Private sector development has not arisen primarily through public policy design but has been affected by the design and limitations of public policy. Analyses of case studies of 11 of 70 World Bank education projects in 1995-97 reveal that the World Bank's interest in private sector development is in capacity-oriented privatization to absorb excess demand for education. This is crucial to the bank's general strategy for education lending: promoting access with equity, focusing on efficiency in resource allocation, promoting quality, and supporting capacity building. Absorbing excess demand tends to involve poorer families, usually much poorer than those that take advantage of other forms of privatized education. The bank emphasizes capacity-oriented privatization, especially of teacher training for primary and secondary schools, as well as institutional capacity building for tertiary and vocational education. The underlying principle is that strengthening the private sector's role in non-compulsory education over time will release public resources for the compulsory (primary) level. (Case studies of World Bank projects in the following countries are appended: Dominican Republic, Maldives, Chile, Mauritania, Argentina, Senegal, Burkina Faso, Mali, Indonesia, El Salvador, and Comoros. Contains 74 references.) (KC)

ED 454 375

CE 081 793

#### Illinois Occupational Skill Standards: House-keeping Management Cluster.

Illinois Occupational Skill Standards and Credentialing Council, Carbondale.

Spons Agency—Illinois State Board of Education, Springfield.

Pub Date—2000-11-00

Note—101p.; For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448-350-355 and CE 081 794-795. Product developer was Marian Swisher.

Available from—Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, 1 University Circle, Macomb, IL 61455-1390. Tel: 800-322-3905 (Toll Free); Fax: 309-298-2869; e-mail: CPC@wiu.edu. For full text: <http://www.standards.siu.edu>.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

#### EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Cleaning, Competence, \*Competency Based Education, Education Work Relationship, Employment Potential, Evaluation Criteria, Glossaries, \*Hospitality Occupations, \*Housekeepers, \*Job Skills, Occupational Clusters, Occupational Home Economics, \*Occupational Information, Postsecondary Education, Secondary Education, \*State Standards, Vocational Education

Identifiers—\*Illinois

This document contains 44 occupational skill standards for the housekeeping management occupational cluster, as required for the state of Illinois. Skill standards, which were developed by committees that included educators and representatives from business, industry, and labor, are intended to promote education and training investment and ensure that students and workers are trained to meet industry standards benchmarked to international competitors. The standards include work to be performed, conditions of performance, performance criteria, performance elements, and performance assessment criteria (product and process). The 44 standards of the housekeeping management occupational cluster are grouped into the following nine areas: (1) safety and security; (2) customer relations; (3) inventory; (4) guestroom cleaning; (5) public area cleaning; (6) back of the house cleaning; (7) financial; (8) scheduling; and (9) housekeeping mid-management. The document's introductory section provides information on skill standard development and requirements, occupational earnings and employment information, and performance skill levels. Five appendixes include a glossary of 24 terms and lists of members of the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC), the IOSSCC Hospitality Subcommittee, the IOSSCC Housekeeping Management Cluster Standards Development Committee, and workplace skills. (KC)

**ED 454 376** CE 081 794  
**Illinois Occupational Skill Standards: Insurance Cluster.**

Illinois Occupational Skill Standards and Credentialing Council, Carbondale.

Spons Agency—Illinois State Board of Education, Springfield.

Pub Date—2001-04-00

Note—106p.: For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, CE 081 793 and CE 081 795. Product developer was Tammy Haight.

Available from—Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, 1 University Circle, Macomb, IL 61455-1390. Tel: 800-322-3905 (Toll Free); Fax: 309-298-2869; e-mail: CPC@wiu.edu. For full text: <http://www.standards.siu.edu/>.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—Competence, \*Competency Based Education, Education Work Relationship, Employment Potential, Evaluation Criteria, Glossaries, \*Insurance Companies, \*Insurance Occupations, \*Job Skills, Marketing, Occupational Clusters, \*Occupational Information, Office Occupations, Postsecondary Education, Sales Occupations, Secondary Education, \*State Standards, Vocational Education

Identifiers—Illinois

This document contains 56 occupational skill standards for the insurance occupational cluster, as required for the state of Illinois. Skill standards, which were developed by committees that included educators and representatives from business, industry, and labor, are intended to promote education and training investment and ensure that students and workers are trained to meet industry standards benchmarked to international competitors. The standards include work to be performed, conditions of performance, performance criteria, performance elements, and performance assessment criteria (product and process). The 56 standards of the insurance occupational cluster are grouped into the following six areas: (1) safety and security; (2) basic office operations; (3) advanced office operations; (4) investigations; (5) sales and marketing; and (6) organization and planning. The document's introductory section provides information on skill standard development and requirements, occupational earnings and employment information, and performance skill levels. Five appendices include a glossary of 24 terms and lists of members of the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC), the IOSSCC Financial Subcouncil, the IOSSCC Insurance Cluster Standards Development Committee, and workplace skills. (KC)

**ED 454 377** CE 081 795  
**Illinois Occupational Skill Standards: Swine Production Cluster.**

Illinois Occupational Skill Standards and Credentialing Council, Carbondale.

Spons Agency—Illinois State Board of Education, Springfield.

Pub Date—2000-12-00

Note—126p.: For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355 and CE 081 793-794. Produce developer was Gayla Sargent.

Available from—Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, 1 University Circle, Macomb, IL 61455-1390. Tel: 800-322-3905 (Toll Free); Fax: 309-298-2869; e-mail: CPC@wiu.edu. For full text: <http://www.standards.siu.edu/>.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Agriculture, Agricultural Education, \*Agricultural Occupations, Agricultural Production, Agricultural Skills, \*Animal Husbandry, Competence, \*Competency Based Education, Employment Potential, Evaluation Criteria, Job Skills, Livestock, Occupational Clusters, \*Occupational Information, Postsec-

ondary Education, Secondary Education, \*State Standards, Vocational Education  
 Identifiers—\*Hogs, \*Illinois

This document contains 52 Occupational Skill Standards for the swine production occupational cluster, as required for the state of Illinois. Skill Standards, which were developed by committees that included educators, business, industry, and labor, are intended to promote education and training investment and ensure that students and workers are trained to meet industry standards benchmarked to international competitors. The standards include work to be performed, conditions of performance, performance criteria, performance elements, and performance assessment criteria (product and process). The 52 standards of the swine production occupational cluster are grouped into the following 13 areas: (1) accident and emergency procedures; (2) feeding and watering; (3) sanitation; (4) farrowing; (5) neonatal and young stock care; (6) other health and production procedures; (7) swine identification; (8) parasite control; (9) pest control in facilities; (10) moving swine; (11) restraining swine; (12) breeding swine; and (13) record keeping. The document's introductory section provides information on skill standard development and requirements, occupational earnings and employment information, and performance skill levels. Five appendices include a glossary of 10 terms, and lists of members of the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC); the IOSSCC Agriculture and Natural Resources Subcouncil, the IOSSCC Swine Production Cluster Standards Development Committee, and workplace skills. (KC)

**ED 454 378** CE 081 809

Atkinson, Robert D.

**Building Skills for the New Economy: A Policymaker's Handbook. Policy Report.**

Progressive Policy Inst., Washington, DC.

Pub Date—2001-04-00

Note—14p.

Available from—For full text: [http://www.ndol.org/ndol\\_ci.cfm?kaid=107&subid=175&contentid=3281](http://www.ndol.org/ndol_ci.cfm?kaid=107&subid=175&contentid=3281).

Pub Type—Opinion Papers (120)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Charter Schools, Curriculum Design, Economic Development, \*Education Work Relationship, Educational Policy, Educational Quality, \*Government Role, Higher Education, Information Technology, Implant Programs, Job Training, \*Labor Force Development, Labor Market, \*Labor Needs, Magnet Schools, Mathematics Education, \*Partnerships in Education, Postsecondary Education, Quality Control, Science Education, Secondary Education, \*Statewide Planning, Workplace Literacy

Identifiers—Learning Organizations, Workforce Investment Act 1998

This paper presents specific steps elected officials, program managers, and other policymakers can take to craft a more effective workforce development system intended to give workers the tools they need to succeed in the new economy. First, the new labor market and work systems are discussed. The paper then lays out eight principles for all levels of government to follow in designing a workforce development system: invest in training; leverage employer investments; encourage firms to become learning organizations; address both short- and long-term skill shortages; expand learning choices for workers; demand accountability; use information technology to give people new tools; and be customer-focused. The following steps are recommended: target limited training funds to firms upgrading technology and skills or training workers in transferable skills; shift support from individual firms to regional skills alliances; design incumbent worker training programs that encourage firms to become learning organizations; engage employers in the curriculum design; connect high school to work; create math and science charter or magnet high schools; invest in developing college curricula in science, math, and information technology; establish state "SciTech Scholars" programs; sup-

port Workforce Investment Act training vouchers; reimburse colleges for noncredit student enrollments; establish a tax credit for company investments in remedial education, literacy training, and English as a second language; develop "report cards" on training providers and colleges; build a national occupational/employment data system; use technology to automate services and improve quality; create "learning stores"; develop employer-focused education and training systems; develop true customer response systems; and integrate job training with adult education. (Contains 15 endnotes.) (YLB)

**ED 454 379** CE 081 811

Haley, Mary

**Connecting Work and School: A Statewide Study of Employer Participation in Florida School-to-Work Initiatives.**

Florida International Univ., Miami. Inst. for Workforce Competitiveness.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.

Pub Date—2001-03-00

Contract—131-40640-8CSWI

Note—151p.: Prepared under the authority of the 1994 School-to-Work Opportunities Act.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC07 Plus Postage.**

Descriptors—Cooperative Education, \*Education Work Relationship, Educational Attitudes, \*Employer Attitudes, Employment Opportunities, Employment Practices, Federal Programs, On the Job Training, \*Participation, Program Effectiveness, Program Implementation, \*School Business Relationship, Secondary Education, State Programs, Student Employment, \*Work Experience Programs

Identifiers—\*Florida, \*School to Work Opportunities Act 1994

A study assessed the characteristics and practices of employers participating in Florida school-to-work (STW) initiatives, the factors influencing their participation, and the quality and value of their partnerships with schools. Data were gathered through a statewide mail survey of a random sample of employers drawn from more than 15,000 Florida STW employers. Six industry types (government, business and services, construction trades, health care, and hospitality, travel and entertainment) accounted for three-fourths of the study population. Employers ranged in size from one to 6,000 employees. More than half had fewer than 50 employees. The study showed broad-based employer participation in these three STW areas: working with students, working with educators, and internal company practices supporting STW. Employers were less involved in a fourth area—building a system. Employers were most motivated to participate in STW by the opportunity to contribute to the local community and to the quality of public education. Work force-related incentives, such as employee recruitment, were rated higher as incentives to participate than were program-related needs. Lack of information about STW was cited as the major disincentive to employer participation. Size was the greatest determinant of employer participation, with the largest employers most likely to participate. (Survey results and open-ended comments are appended. Contains 89 references.) (KC)

**ED 454 380** CE 081 812

Ediger, Marlow

**Vocational Education and the Nonacademic Student.**

Pub Date—2001-06-20

Note—7p.

Pub Type—Opinion Papers (120)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Aspiration, \*Academic Education, \*Career Education, Cognitive Style, Course Content, \*Curriculum, Education Work Relationship, Educational Improvement, \*Educational Needs, Elementary Secondary Education, Employment Potential, Multiple Choice

Tests, \*Noncollege Bound Students, Student Evaluation, Test Use, Vocational Education

Recent emphasis on "academics only" in educational curriculum, with content influenced primarily by state-mandated tests, raises questions about the place of career education in the curriculum. It also leads to questions about how to reach nonacademic students, those whose interests and aptitudes lie in more practical knowledge outside the traditional academic curriculum. In addition, concerns can be voiced about individual student needs and over-reliance on multiple-choice testing which does not demonstrate students' use of multiple intelligences and precludes practical and hands-on projects and demonstrations as proof of mastery of learning. The academic emphasis has overshadowed the importance of career education, which is needed by all students. All students will eventually become workers, and most of them will work in more practical rather than academic fields. In addition, all workers need the same types of work attitudes and skills to succeed in life and careers, including dependability, perseverance, trustworthiness, goal orientation, interpersonal skills, a caring attitude, desire for continuous learning, decision-making skills, ethics, and self-actualization. Therefore, all students, K-12, should be involved in career education that will help them to determine and follow a career path during their lifetimes. (KC)

**ED 454 381** CE 081 813

Handel, Michael J.

**Trends in Direct Measures of Job Skill Requirements. Working Paper No. 301.**

Bard Coll., Annandale-on-Hudson, NY. Jerome Levy Economics Inst.

Pub Date—2000-05-00

Note—57p.

Available from—For full text: <http://www.levy.org/docs/wrkpap/papers/301.html> or <http://www.levy.org/docs/wrkpap/pdf/301.pdf>.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Adults, \*Education Work Relationship, Educational Change, Educational Needs, \*Employment Patterns, Employment Projections, \*Employment Qualifications, Job Performance, \*Job Skills, Job Training, \*Salary Wage Differentials, Skill Development, \*Wages

Identifiers—Dictionary of Occupational Titles, \*Income Disparities, Panel Study of Income Dynamics

Assumptions have been made that jobs in the United States require ever-greater levels of skill and that this trend is accelerating as a result of the diffusion of information technology. These assumptions have led to substantial concern over the possibility of a growing mismatch between the skills workers possess and the skills employers demand, reflected in debates over the need for education reform and the causes of the growth in earnings inequality. However, efforts to measure trends have been hampered by the lack of direct measures of job skill requirements. A study used previously unexamined measures from the Quality of Employment Surveys and the Panel Study of Income Dynamics to examine trends in job education and training requirements and provide a validation tool for skill measures in the "Dictionary of Occupational Titles." Results indicate that job skill requirements have increased steadily over the 1970s-1990s but that there has been no acceleration in recent years that might explain the growth in earnings inequality. There is also no dramatic change in the number of workers who are undereducated. These results reinforce the conclusions of earlier work that reports of a growing skills mismatch are exaggerated and that the recent growth in the U.S. wage inequality may not be a result of a skills shortage. (Appendixes contain 9 tables, 15 graphs, and 22 references.) (Author/KC)

**ED 454 382** CE 081 815

Sherman, Renee Tibbetts, John Woodruff, Darren Weidler, Danielle

**Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs.**

Pelavin Research Inst., Washington, DC.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

Pub Date—1999-02-00

Note—152p.; Publication of Building Professional Development Partnerships for Adult Educators Project (PRO-NET). For a companion PRO-NET document, see CE 081 817.

Available from—For full text: <http://www.air.org/nrs/reports/>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adult Basic Education, Adult Education, \*Adult Educators, Adult Programs, Competence, \*Competency Based Teacher Education, Continuing Education, \*Educational Improvement, \*Inservice Teacher Education, Instruction, \*Knowledge Base for Teaching, Performance, Postsecondary Education, \*Professional Development, Program Improvement, Self Evaluation (Individuals), Teacher Education, Vocational Education

Identifiers—Performance Indicators

This document contains 31 competencies organized by these three themes related to effective adult instruction: (1) keeping current in content area and in instructional strategies; (2) communicating and collaborating with colleagues and learners to facilitate learning; and (3) working positively and nonjudgmentally with diverse populations. The specific skills that instructors can develop within these themes promote quality instruction across a variety of missions, program goals, and instructional content. For each competency, performance indicators and evidence examples that demonstrate the specific competency in practice are listed. The competencies are organized into these six categories: professional development, instructional delivery, management of instructional resources, assessment and monitoring of learning, management of program responsibilities and program organization, and providing learner guidance and referral. Three sections discuss the purposes of the competencies, the methodology for developing them, and ways in which they can be used; describe instructor competencies and performance indicators; and include a table containing each of the instructor competencies and performance indicators. Three appendixes provide illustrations of the performance indicators, a self-assessment instrument for instructors, and recommended professional development activities. (KC)

**ED 454 383** CE 081 817

Sherman, Renee Tibbetts, John Dobbins, Dionne Weidler, Danielle

**Management Competencies and Sample Indicators for the Improvement of Adult Education Programs.**

Pelavin Research Inst., Washington, DC.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

Pub Date—2001-04-00

Note—36p.; Publication of Building Professional Development Partnerships for Adult Educators Project (PRO-NET). For a companion PRO-NET document, see CE 081 815.

Available from—For full text: [http://www.pro-net2000.org/CM/content\\_files/63.pdf](http://www.pro-net2000.org/CM/content_files/63.pdf).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Qualifications, Administrator Role, Adult Basic Education, Adult Education, \*Adult Educators, Adult Programs, \*Competence, Competency Based Education, Continuing Education, Diversity (Faculty), Diversity (Student), \*Educational Administration, Educational Environment, Educational Improvement, Educational Technology, Leadership Training, \*Management Development, Postsecondary Education, \*Professional Development, Program Evaluation, \*Program Improvement, School Community Relationship, Self Evaluation (Individuals), Supervisor Qual-

ifications, Supervisor Supervisee Relationship, Vocational Education

Identifiers—Performance Indicators

This publication is designed to help adult education administrators think reflectively about their programs, identify areas of strengths and areas of improvement for themselves and for their programs, and plan and implement strategies that enhance the overall quality of their programs. The guide identifies a set of 17 recognized skills and knowledge areas (competencies) possessed by effective program administrators. The competencies reflect these five broad themes associated with effective program management: (1) communicating and collaborating with instructors, learners, and other stakeholders on an ongoing basis; (2) managing resources in a limited environment; (3) recognizing the significance of technology within the adult education environment; (4) respecting diversity; and (5) evaluating the overall program for continuous improvement and accountability. The competencies are divided into these seven general categories: leadership skills, instructional leadership, resource management and allocation, staff supervision, program monitoring and reporting, professional development practices, and community collaborations. The guide provides a brief overview of the management competencies, including an explanation of how they were developed, the overall organization of the competencies, and suggested uses. It also includes a chart listing the competencies and sample indicators. Appendixes provide samples of a self-assessment instrument to assist administrators in using the competencies and a professional development action plan. (KC)

**ED 454 384** CE 081 818

**V-TECS Career Cluster Frameworks.**

Vocational Technical Education Consortium of States, Decatur, GA.

Pub Date—2000-00-00

Note—21p.

Available from—For full text: <http://www.v-tecs.org/Documents/VTECS%20Cluster%20Framework.pdf>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Agricultural Occupations, Architecture, Art, Audiovisual Communications, Business Administration, Career Choice, Career Education, Communications, Construction (Process), \*Education Work Relationship, Engineering, Finance Occupations, Government (Administrative Body), Health Occupations, Hospitality Occupations, Human Services, Information Technology, \*Job Skills, Lawyers, Managerial Occupations, Manufacturing, Natural Resources, \*Occupational Clusters, \*Occupational Information, Postsecondary Education, Public Administration, Retailing, Sales Occupations, Scientific Research, Secondary Education, \*Technical Education, Tourism, Training, Transportation, \*Vocational Education, Wholesale

Identifiers—Computer Occupations, \*Crosswalks (Linking)

This document includes 16 vocational-technical crosswalk wheels relating the 14 Vocational Technical Education Consortium of States (V-TECS) Career Families to the 16 Career Clusters developed by the U.S. Department of Education. The career clusters are based on the common academic, workplace, and technical knowledge and skills that cut across all occupations included in the career area and their related concentrations and specialties. The following career clusters are illustrated: (1) agriculture and natural resources; (2) architecture and construction; (3) arts, audiovideo technology and communications; (4) business and administration; (5) education and training; (6) finance; (7) government and public administration; (8) health science; (9) hospitality and tourism; (10) human services; (11) information technology; (12) law and public safety; (13) manufacturing; (14) retail and wholesale sales and service; (15) scientific research and engineering; and (16) transportation, distribution, and logistics services. The document also includes an explanation of the primary elements of the career clusters as interpreted by V-TECS. (KC)



ED 454 385 CE 081 874

Issues in Training, Symposium 39. [AHRD Conference, 2001].

Pub Date—2001-00-00

Note—25p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, Oklahoma, February 28-March 4, 2001). Volumes 1 and 2; see CE 081 829.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Education, Critical Incidents Method, Developing Nations, \*Educational Certificates, \*Educational Needs, Employee Attitudes, Foreign Countries, Human Resources, \*Instructional Effectiveness, \*Instructional Improvement, Job Skills, Job Training, Labor Force Development, Literature Reviews, Organizational Climate, Service Workers, \*Student Certification, Test Validity, Transfer of Training, Vocational Education

Identifiers—\*Customer Services, \*Organizational Culture, Service Quality, South Korea

This symposium on issues in training consists of three presentations. "Improving Customer Service Training in Korea" (Namhee Kim) reports findings from interviews of customer service employees who identified these customer service issues: training for service recovery is needed; additional service gives a strong impression to customers; good and bad service behaviors are not in the same areas; empowering customer service employees is necessary; training cannot cure all customer service problems; and technology plays a critical role in customer service and employee training. "Organizational Culture and Training Effectiveness" (Kay J. Bunch) examines the link between organizational culture and training effectiveness based on a review of literature related to organizational culture and subcultures, organizational context, transfer of training, and occupational professionalism. "The Intersection of Training and Careers: An Examination of Trends of Vocational and Professional Certification and a Call for Future Research" (Shani D. Carter) examines the increase in the number of skill certifications available, discusses legislative causes of these increases, and notes the current lack of published peer-reviewed analyses of statistical validity of certification exams. All three papers include substantial bibliographies. (YLB)

ED 454 386 CE 081 884

Blank, Susan Riccio, James

Welfare, Housing, and Employment: Learning from the Jobs-Plus Demonstration. MDRC Policy Brief.

Manpower Demonstration Research Corp., New York, NY.

Pub Date—2001-05-00

Note—6p.; Based on James Riccio and Alan Orenstein, "Are Welfare Recipients in Public Housing Really Harder To Employ?" unpublished MDRC paper, 2000. Demonstration sponsored by the U.S. Department of Housing and Urban Development and the Rockefeller Foundation with additional support from the U.S. Department of Health and Human Services, U.S. Department of Labor, Joyce Foundation, James Irvine Foundation, Surdna Foundation, Northwest Area Foundation, Annie E. Casey Foundation, Stuart Foundation, Washington Mutual Foundation, and BP. Study supported by the Fannie Mae Foundation.

Available from—Manpower Demonstration Research Corporation, 16 East 34 Street, New York, New York 10016; Tel: 212-532-3200; Web site: <http://www.mdrc.org>. For full text: <http://www.mdrc.org/Reports2001/JP-Policy-Brief/JobPlusPolicyBrief.pdf>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Education Work Relationship, \*Employment Programs, \*Job Training, Postsecondary Education, \*Program Effectiveness,

\*Public Housing, Public Policy, Urban Population, \*Welfare Recipients, \*Welfare Services Identifiers—Self Sufficiency, \*Welfare to Work Programs

Recent research by the Manpower Demonstration Research Corporation (MDRC) indicates that while recipients in public housing may be a more difficult-to-employ group in some locales, they may also benefit the most from mainstream welfare-to-work programs. Some policy implications raised by the evidence include the following: (1) the link between employment and housing among welfare recipients is not well understood; (2) in some cities, welfare recipients living in public housing are harder to employ than other recipients, but not everywhere; (3) welfare-to-work programs can be more effective for recipients in public housing than for those in other types of housing; (4) policymakers should look beyond mainstream welfare-to-work programs to help recipients in public housing succeed more in the labor market; and (5) Jobs-Plus, an employment program aimed at urban public housing residents could do more for public housing residents than mainstream programs targeted without respect to housing status. The study concluded that public officials ought to make housing status a key consideration in developing strategies to strengthen mainstream welfare-to-work programs, and that special efforts may be required in order to promote big improvements in the self-sufficiency of welfare recipients in public housing. (KC)

ED 454 387 CE 081 885

Clymer, Carol Roberts, Brandon Strawn, Julie

States of Change: Policies and Programs To Promote Low-Wage Workers' Steady Employment and Advancement. Field Report Series.

Public/Private Ventures, Philadelphia, PA. Spons Agency—Ford Foundation, New York, NY; Mott (C.S.) Foundation, Flint, MI.

Pub Date—2001-05-00

Note—36p.

Available from—Public/Private Ventures, Communications Department, 2000 Market Street, Suite 600, Philadelphia, PA 19103; Tel: 215-557-4465 (\$10). For full text: <http://www.ppv.org/content/content/reports/state-of-change.html>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, Continuing Education, \*Education Work Relationship, Employment Opportunities, \*Employment Patterns, Job Skills, \*Low Income Groups, \*Policy Formation, Postsecondary Education, Program Effectiveness, Promotion (Occupational), Public Policy, Secondary Education, Skill Development, State Programs, \*Supported Employment, Wages, \*Welfare Recipients, Work Experience

Identifiers—California, Florida, Minnesota, Oregon, Texas, Washington

A study reviewed the efforts of six states (California, Florida, Minnesota, Oregon, Texas, and Washington) to create new policies and strategies to support low-income individuals as they work. The study found the following: (1) working steadily initially after leaving welfare is linked to being employed in later years but is not linked to higher wages in later years; (2) starting out in better jobs is linked both to being employed and to having higher wages in later years; (3) educational skills and credentials are strongly linked to obtaining better jobs; and (4) motivation, social skills, and labor market opportunities colored the outcomes but are difficult to observe. The study determined that "work first" strategies work in the short term but not in the long run; that "mixed strategies" of pre-employment services and job placement are more likely to produce long-term success; and that "work-based strategies," such as supported work for the harder to employ or on-the-job training for more employable workers, are most effective in increasing employment and earnings. The study concluded that work force development strategies should include removal of barriers to employment through access to services, emphasis on upgrading skills through postsecondary education, and use of combinations

of work and learning. Recommendations were made to develop state policy so that full-time workers earn incomes above the poverty level, to provide supportive services for low-wage workers, and to encourage greater response from educational institutions. (Contains 25 references.) (KC)

ED 454 388 CE 081 887

Smith, C. Selby Ferrier, F. Anderson, D. Burke, G. Hopkins, S. Long, M. Maglen, L. Malley, J. McKenzie, P. Shah, C.

The Economics of Vocational Education and

Training in Australia: CEET's Stocktake. Monash Univ., Clayton, Victoria (Australia). Centre for the Economics of Education and Training; National Centre for Vocational Education Research, Leabrook (Australia).

Spons Agency—Australian National Training Authority, Brisbane.

Report No.—ISBN-0-87397-679-7

Pub Date—2001-00-00

Note—172p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; Tel: 08 8333 8400, Fax: 08 8331 9211, E-mail: [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au); Web site: <http://www.ncver.edu.au> (Cat no.585; \$44 Australian). For full text: <http://www.ncver.edu.au/research/proj2/mk0004.pdf> or <http://www.ncver.edu.au/cgi-bin/gda.pl?id=1938>.

Pub Type—Information Analyses (070)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—Adult Education, Continuing Education, Delivery Systems, Demand Occupations, Developed Nations, Education Work Relationship, \*Educational Finance, Educational History, \*Educational Improvement, \*Educational Needs, Educational Policy, Educational Research, Educational Trends, \*Employment Patterns, Employment Projections, Foreign Countries, Futures (of Society), Global Approach, Policy Formation, Postsecondary Education, Public Policy, School Business Relationship, Secondary Education, \*Technical Education, Technological Advancement, \*Vocational Education

Identifiers—\*Australia, Information Economy

This report provides an overview of the economics of vocational education and training (VET) in Australia and on the changes and policy development in VET over the past decade. The book is organized in seven chapters, with the first chapter providing an overview of the scope, background, and changes of VET in Australia during the 1990s, as well as an overview of the whole document. Chapter 2 examines the changing nature and patterns of employment in Australia, focusing on the emergence of the knowledge economy, the confluence of the forces of globalization and rapid technological change, and the organizational and political responses to these trends. Chapter 3 examines the demand for VET and how the demand from individuals and employers translates into forecasts of the demand for places in VET provider institutions. Chapter 4 then focuses on the supply of VET in Australia and the efficiency of the delivery system. Chapter 5 homes in on these five specific issues on the supply side: intersectoral aspects, VET in schools, VET in adult and continuing education, regional aspects of VET provision, and VET teachers. Chapter 6 is concerned with finance and market issues in VET, including institutional funding by the public and private providers. The final chapter looks at these four matters: (1) a consolidation of some of the major findings of the book; (2) gaps in current research on the economics of VET in Australia; (3) equity performance and challenges of the VET system; and (4) whether research affects VET policy and practice and if so, how and how can relationships be improved. The report includes 34 tables, 10 figures, and 4 boxes and contains 334 references. (KC)

ED 454 389 CE 081 888

Choi, Jihee Misko, Josie Kang, Kyeong-Jong Phan, Oanh

Linkages between Vocational Education and Training Providers and Industry.

National Centre for Vocational Education Research, Leabrook (Australia); Korea Research Inst. for Vocational Education and Training, Seoul.

Report No.—ISBN-0-87397-699-1

Pub Date—2001-00-00

Note—130p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; Tel: 08 8333 8400; Fax: 08 8331 9211; E-mail: [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au); Web site: <http://www.ncver.edu.au> (Cat no.579; \$27.50 Australian). For full text: [http://www.ncver.edu.au/research/core/cp9909\\_2.pdf](http://www.ncver.edu.au/research/core/cp9909_2.pdf) or <http://www.ncver.edu.au/cgi-bin/gda.pl?id=1923>.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Apprenticeships, Comparative Education, Developed Nations, Developing Nations, \*Education Work Relationship, Educational Improvement, \*Educational Needs, Educational Policy, Electronics Industry, Entry Workers, Foreign Countries, Information Industry, \*Job Skills, Job Training, Partnerships in Education, Policy Formation, Postsecondary Education, Public Policy, \*School Business Relationship, Secondary Education, Skill Development, Technical Education, Tourism, Trainers, Vocational Education, \*Work Experience Programs

Identifiers—\*Australia, \*South Korea

A study described the general and vocational education and training (VET) systems in Korea and Australia, focusing on the role of training providers and industry in the delivery of entry-level vocational education and training in both countries. The study also analyzed the nature of the linkages established between VET institutions in the two countries and their respective tourism and hospitality, electrical and electronics, and information technologies sectors. The study identified these benefits derived from industry linkages to training providers for students, training institutions, and businesses in both countries: (1) national recognition and portability of qualifications; (2) opportunities for students to develop vocational skills and awareness of occupations and organizations; (3) opportunities for businesses to influence the off-the-job training programs of their apprentices or trainees; (4) centralization of arrangements for work experience programs; (5) opportunities to recruit new employees from student trainees; and (6) opportunities to fulfill community obligations and present a positive corporate image. Policy implications were noted for each country. The study concluded that nurturing of linkages between training providers and industry in both Australia and Korea is necessary for provision of adequate and relevant skill development for students. (Contains 61 references.) (KC)

ED 454 390

CE 081 889

Phan, Oanh Ball, Katrina

Outcomes from Enabling Courses.

National Centre for Vocational Education Research, Leabrook (Australia).

Report No.—ISBN-0-87397-702-5

Pub Date—2001-00-00

Note—48p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; Tel: 08 8333 8400; Fax: 08 8331 9211; e-mail: [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au); Web site: <http://www.ncver.edu.au> (Cat No. 581; \$27.50 Australian). For full text: 08 8333 8400; Fax: 08 8331 9211; E-mail: [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au); Web site: <http://www.ncver.edu.au> (Cat No. 581; \$27.50 Australian). For full text: <http://www.ncver.edu.au/research/core/cp9906.pdf>.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Adult Education, Comparative Analysis, Course Selection (Students), Definitions, Disabilities, Disadvantaged, \*Educational Attainment, Edu-

cational Trends, \*Employment Patterns, Enrollment Influences, Enrollment Rate, Equal Education, Foreign Countries, Geographic Location, Indigenous Populations, Influences, Non English Speaking, \*Outcomes of Education, Postsecondary Education, Predictor Variables, \*Prevocational Education, Racial Differences, \*Remedial Programs, Secondary Education, Sex Differences, Social Differences, Trend Analysis, \*Vocational Education

Identifiers—\*Australia, TAFE (Australia)

The outcomes of enabling courses offered in Australia's vocational education and training (VET) sector were examined. "Enabling course" was defined as lower-level preparatory and prevocational courses covering a wide range of areas, including remedial education, bridging courses, precertificate courses, and general employment preparation courses. Unit record data from Australia's 1998 national VET data collection, the 1997 and 1998 graduate destination surveys, and the 1999 National Student Outcome Survey were used to obtain information about students' characteristics, further studies outcomes, and vocational outcomes. Students in the VET sector who were of Aboriginal or Torres Strait Islander descent, students from a non-English-speaking background, and those with a disability were three times more likely to enroll in enabling courses than were other students. Nearly one-third of those who undertook further studies in the VET sector after having enrolled in an enabling course had undertaken a course at a higher-level qualification. The likelihood of being in employment 6 months after completion of an enabling course increased for students in the 15-19 age group but decreased for students in the 50-64 age group. Thirteen tables/figures are included. Information about matching students in the 1997 and 1998 data collections, enabling course enrollments, and logistic regression results are appended. (MN)

ED 454 391

CE 081 890

Maglen, Leo Hopkins, Sonnie Burke, Gerald

Training for Productivity.

National Centre for Vocational Education Research, Leabrook (Australia).

Spons Agency—Australian National Training Authority, Brisbane.

Report No.—ISBN-0-87397-671-1

Pub Date—2001-00-00

Note—159p.; Funded by the National Research and Evaluation Committee. Appendices B-D (proformas for quantitative data, instrument for structured interviews, and employee questionnaire) are not available from ERIC.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; Tel: 08 8333 8400; Fax: 08 8331 9211; e-mail: [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au); Web site: <http://www.ncver.edu.au> (Cat No. 581; \$27.50 Australian). For full text: <http://www.ncver.edu.au/research/proj/nr8011.pdf>.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Comparative Analysis, Corporate Education, \*Cost Effectiveness, \*Education Work Relationship, Educational Research, Food Stores, Foreign Countries, Hospitality Occupations, Hotels, Influences, \*Job Training, Manufacturing Industry, National Surveys, \*Productivity, Questionnaires, Research Methodology, Retailing, Tables (Data), \*Vocational Education

Identifiers—\*Australia, Europe, \*Return on Investment

An exploratory study was conducted to evaluate the utility of a method to demonstrate that Australian enterprises that invest in the training of their employees gain a return from that investment through an increase in employee productivity. The method, which compares enterprise expenditure on training of personnel with labor productivity across a small group of enterprises producing similar products or providing similar services, derives from a method that has been used successfully in inter-country comparisons in Europe. Case studies were

undertaken in the following industries: footwear manufacture; wire products manufacture; four- and five-star hotels; and supermarkets. The enterprises studied were located throughout Australia. The method yielded clear-cut results in footwear manufacturing, where each dollar invested in training of nonmanagerial personnel each year resulted in an average of \$58 in value added. The results within wire products manufacture were less clear-cut. Of the five enterprises compared, only four suggested a relationship between training expenditure on nonmanagerial personnel and productivity. The method proved ineffective for the two service-based industries (hotels and supermarkets). (Twenty-five tables/figures are included. The bibliography lists 66 references. The following items are appended: 34 additional tables; proformas for quantitative data; instrument for structured interviews; and the employee questionnaire.) (MN)

ED 454 392

CE 081 891

Falk, Ian Millar, Pat

Literacy and Numeracy in Vocational Education and Training. Review of Research.

National Centre for Vocational Education Research, Leabrook (Australia).

Spons Agency—Australian National Training Authority, Brisbane.

Report No.—ISBN-0-87397-677-0

Pub Date—2001-00-00

Note—86p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia; Tel: 08 8333 8400; Fax: 08 8331 9211; e-mail: [vet\\_req@ncver.edu.au](mailto:vet_req@ncver.edu.au); Web site: <http://www.ncver.edu.au> (Cat No. 581; \$27.50 Australian). For full text: <http://www.ncver.edu.au/research/proj/nr9005.pdf>.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Literacy, Basic Skills, Critical Reading, Definitions, Educational Environment, Educational Policy, Educational Practices, \*Educational Research, \*Educational Trends, Foreign Countries, Functional Literacy, Fused Curriculum, Human Capital, \*Integrated Curriculum, Lifelong Learning, \*Literacy Education, Literature Reviews, \*Numeracy, Postsecondary Education, Professional Development, Research Needs, Technological Advancement, Trend Analysis, \*Vocational Education, Whole Language Approach, Workplace Literacy

Identifiers—\*Australia, Global Economy, Impact Studies

The research on literacy and numeracy in vocational education and training (VET) in Australia and elsewhere was reviewed. The following topics were examined: (1) the basic skills, growth and heritage, and critical-cultural approaches to literacy; (2) policy regarding literacy and numeracy in VET; (3) changes in literacy practice in response to globalization and technological advancement; and (4) Australian language and literacy research and its contribution to the international body of knowledge. The following common themes were identified: (1) the explicit importance of literacy and numeracy in VET; (2) the effectiveness of integration versus basic skills; and (3) the role of literacy and numeracy in enabling access to and participation in VET and in facilitating mobility within and between work contexts. It was concluded that the integrated literacy and numeracy approach provides the best option for work-based practice where learning the integrated literacy and numeracy skills is a practical option. The stand-alone provision of literacy and numeracy approach was deemed best when intensive learning of literacy and numeracy skills is indicated or where literacy and numeracy learning are required to facilitate access to VET. The need for more coordination and integration of literacy and VET policy, practice, and research was discussed. (Contains 246 references.) (MN)

ED 454 393 CE 081 892

Smith, Erica Harris, Roger

**Work Placements in Vocational Education and Training Courses: Evidence from the Cross-Sectoral Literature. Review of Research.**  
National Centre for Vocational Education Research, Leabrook (Australia).

Spons Agency—Australian National Training Authority, Brisbane.

Report No.—ISBN-0-87397-688-6

Pub Date—2000-00-00

Note—55p.

Available from—National Centre for Vocational Education Research, 252 Kensington Road, Leabrook, South Australia 5068, Australia. Tel: 08 8333 8400; Fax: 08 8331 9211; e-mail: vet\_req@ncver.edu.au; Web site: http://www.ncver.edu.au (Cat No. 581: \$27.50 Australian). For full text: http://www.ncver.edu.au/research/proj/nr9006.pdf.

Pub Type—Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Cooperative Education, Definitions, \*Education Work Relationship, Educational Benefits, Educational Needs, Educational Objectives, Educational Policy, Educational Quality, Educational Research, Employment Opportunities, Equal Education, Equal Opportunities (Jobs), \*Experiential Learning, Field Instruction, Foreign Countries, Integrated Curriculum, Job Development, \*Job Placement, Learning Processes, Literature Reviews, Mentors, Policy Formation, Postsecondary Education, \*Program Effectiveness, Resource Allocation, School Business Relationship, Secondary Education, Student Employment, Student Evaluation, Synthesis, Trend Analysis, Two Year Colleges, Universities, \*Vocational Education, Work Environment, \*Work Experience Programs

**Identifiers**—\*Australia

The literature on work placements in education and training courses and current Australian practice related to work placements was reviewed. The review focused on the school, university, and vocational education and training (VET) sectors. The following major issues were considered: lack of a common name and common body of literature; purposes of work placements; benefits of work placements; learning; integration into the curriculum; assessment; finding and keeping host employers; resourcing; challenges for students; practices promoting effective work placements; and access and equity issues. The review established that, although the literature on work placements is extensive, it tends to be sector-specific, discipline-related, mostly positive and uncritical, and focused on administrative practicalities rather than on issues such as learning, cultural tensions, and roles and identities. The greatest volume of literature dealt with the university sector; the VET sector received the least attention. Many critical challenges in work placements, including resourcing, professional development, tensions between workplace and provider cultures, variations in quality of workplace learning environments, and equity in access were highlighted. Much of the literature was found to be predicated on seven commonly held assumptions. Thirteen areas requiring further research were identified along with 20 implications for practitioners, policymakers, and providers. (Contains 116 references.) (MN)

ED 454 394 CE 081 896

**The Future of Worker Training: Business/Community College Partnerships. In Depth.**  
National Alliance of Business, Inc., Washington, DC.

Pub Date—2001-00-00

Note—5p.

Available from—National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, D.C. 20005-6143. Tel: 800-787-1212 (Toll Free); Fax: 202-289-2869; TDD: 202-289-2977; e-mail: info@nab.com; Web site: http://www.nab.com.

Jurnal Cit—Workforce Economics; v7 n1 p3-6

Spr 2001

Pub Type—Journal Articles (080) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Learning, College Role, \*Community Colleges, \*Cost Effectiveness, Education Work Relationship, Educational Trends, Employer Attitudes, Futures (of Society), Job Skills, \*Job Training, \*Labor Force Development, Lifelong Learning, \*Partnerships in Education, Program Effectiveness, \*School Business Relationship, Skill Development, Trend Analysis, Two Year Colleges

Community colleges are becoming key partners in developing and improving present and future work forces. The number of business-community college partnerships is growing. Most community colleges are developing very results-oriented programs and partnerships that provide local businesses with workers trained in the skills that those businesses need most. These programs vary in content and structure, as do the levels of business involvement and college commitment to their development. Community colleges present an excellent resource for businesses to train and upgrade workers' skills quickly. Because community colleges can provide training at much less cost to most business partners than if the program were developed in-house, they offer businesses a cost-effective training option. When deciding to partner with community colleges, businesses consider several key criteria apart from cost. These criteria include existing curricula and faculty experienced in a specific training area, the college's willingness to develop new curricula or modify existing programs to meet the company's needs, the ability to provide training on and off campus, flexibility in scheduling training around working hours, and access to additional outside funding. Partnerships between community colleges and businesses will likely continue to grow and expand as the demand for trained workers continues to escalate. (MN)

ED 454 395 CE 081 897

Thompson, Susan Conklin

**Celebrating the World of Work: Interviews and Activities.**

Report No.—ISBN-1-56308-669-7

Pub Date—2001-06-00

Note—169p.

Available from—Teacher Ideas Press, Dept. W., P.O. Box 6633, Englewood, CO 80155-6633; Tel: 800-237-6124 (Toll Free); Fax: 303-220-8843; Web site: http://www.lu.com/tips/index.html (\$26.50).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

**Descriptors**—\*Career Awareness, \*Career Education, Cultural Pluralism, Educational Needs, Elementary Education, Employment Opportunities, Foreign Countries, Instructional Materials, Integrated Activities, Interviews, \*Occupational Information, \*Occupations, \*Personal Narratives, Recipes (Food), Work Attitudes

**Identifiers**—Central America, Mexico, United States

This document, which is intended for use with students in grades K-5, profiles more than 40 far-ranging jobs and serves as a first step toward introducing students to the world of work while fostering an appreciation for cultural diversity and a job well done. Each of the book's 42 chapters is devoted to a different career and opens with an interview with an individual from the United States, Central America, or Mexico who is employed in the occupation. The individual chapters also include the following items: open-ended projects; stories and recipes; book suggestions; and numerous integrated activities designed to build on children's previous experiences, help them gain new experiences, and expand their understanding of other people and the world around them. The following occupations are among those profiled: anthropologist; antiques and flea market vendor; architect; art teacher; baker; batiker of Mayan Gods; beautician; biomedical

equipment technician; candy store clerk; car factory worker and train engineer; carpenter; computer expert; dancer; doctor; fashion designer; folk artist; geologist; historical building window restorer; historical village actor; illustrator; librarian; lobster fisherman; Navajo medicine man; park ranger; Peace Corps worker; postal worker; prison teacher and director; river trip guide; secretary; sheepherder; truck driver; and weaver. (MN)

ED 454 396 CE 081 900

Reiff, Tana

**AXIS (Adult Education Express Intercommunication Support) Final Report, 1999-2000.**

Lancaster-Lebanon Intermediate Unit 13, Lancaster, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.

Pub Date—2000-00-00

Contract—99-9008

Note—28p.

Available from—Advance State Literacy Resource Center, Pennsylvania Department of Education, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333. Tel: 800-992-2283 (Toll Free); TTY: 717-783-8445; Fax: 717-783-5420; e-mail: Istasulat@state.pa.us.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Adult Basic Education, Adult Literacy, \*Agency Cooperation, Computer Uses in Education, Cooperative Planning, Coordination, Delivery Systems, Educational Cooperation, Educational Resources, \*Information Dissemination, Internet, \*Literacy Education, Material Development, Online Systems, Publications, Resource Materials, Shared Resources and Services, \*State Agencies, Statewide Planning, \*Systems Approach, \*World Wide Web Identifiers—223 Project, \*Pennsylvania

The project AXIS: Adult education eXpress Intercommunication Support was designed to provide systematic communication and coordination between Pennsylvania's Bureau of Adult Basic and Literacy Education and professional service providers and adult basic and literacy education (ABLE) providers, including support for online and World Wide Web communications. The following were among the main project outcomes: (1) the bureau's Web site was redesigned, improved, expanded, maintained, and publicized; (2) a 1999-2000 edition of "The ABLE Provider Directory," a comprehensive listing of all programs and services funded by the bureau, was produced; (3) a 2000 edition of "The Pennsylvania ABLE Administrators Handbook" was edited and produced; (4) the statewide newsletters "What's the Buzz?" and "Focus Bulletin" were centrally produced; (5) technical assistance was provided for professional development activities, including print publications of Pennsylvania's six Professional Development Centers and publishing modules developed by the Training Development Project; and (6) other internal and external publications were published as needed by the bureau and bureau-funded programs and projects. Although AXIS is a "one-person" shop requiring a wide range of communication skills, it has demonstrated that a statewide ABLE communications hub serves a valuable function. AXIS has continued to reach its target audience in steadily increasing numbers. (MN)

ED 454 397 CE 081 901

Shefrin, Carol Shafer, Dehra

**Core Training Development and Implementation. Final Report.**

TIU Adult Education and Job Training Center, Lewistown, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.

Pub Date—2000-00-00

Contract—098-00-0009

Note—97p.

Available from—Advance State Literacy Resource Center, Pennsylvania Department of Ed-



ucation, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333. Tel: 800-992-2283 (Toll Free); TTY: 717-783-8445; Fax: 717-783-5420; e-mail: ltsiuliat@state.pa.us.

**Pub Type**—Reports - Descriptive (141)

**EDRS Price**—MF01/PC04 Plus Postage.

**Descriptors**—\*Adult Basic Education, \*Adult Educators, Adult Literacy, Adult Students, \*Delivery Systems, Educational Practices, Educational Research, Instructional Materials, Learning Disabilities, Learning Modules, \*Literacy Education, \*Material Development, Professional Development, \*Professional Training, Program Development, Program Effectiveness, Program Evaluation, Records (Forms), State-wide Planning, Systems Approach, Teacher Competencies, Teacher Improvement, Teaching Guides, Theory Practice Relationship, Training Methods, Training Objectives, Transfer of Training

**Identifiers**—223 Project, \*Pennsylvania, Train the Trainer

This document presents materials about and from a project that was undertaken to continue development and implementation of training in content areas needed by Bureau of Adult Basic and Literacy Education (ABLE) staff of ABLE-funded programs in Pennsylvania. The report details the project objectives, procedures, and outcomes, which included the following: (1) 8 existing modules were refined based on feedback from trainers; (2) "Bridges to Practice," a research-based guide for literacy practitioners serving adults with learning disabilities was adopted and added to the menu of module training offerings; (3) the trainer support component of the module training effort was fulfilled through observation of trainers and presentation skills training; and (4) 29 trainers were trained in 2 sessions to deliver the existing modules and the 2 new modules ("How Adults Read" and "Bridges to Practice"). Appendixes constituting approximately 90% of the document contain the following items: (1) training module flyers; (2) agenda for the lead trainer meeting; (3) Bridges to Practice facilitators' notes; (4) a presentation skills flyer/registration form; (5) materials from presentation skills training; (6) follow-up materials to the presentation skills training; (7) the Train the Trainer agenda; and (8) a summary of the number of times modules were offered and number of completers. (MN)

**ED 454 398**

**CE 081 903**

*Shefrin, Carol Shafer, Debra*

**Organizational Change and Improvement Institute (Harrisburg, Pennsylvania, November 15-16, 1999).**

TIU Adult Education and Job Training Center, Lewistown, PA.

**Spons Agency**—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.

**Pub Date**—2000-00-00

**Contract**—098-00-0008

**Note**—55p.

Available from—AdvancE State Literacy Resource Center, Pennsylvania Department of Education, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333. Tel: 800-992-2283 (Toll Free); TTY: 717-783-8445; Fax: 717-783-5420; e-mail: ltsiuliat@state.pa.us.

**Pub Type**—Collected Works - Proceedings (021) — Reports - Descriptive (141)

**EDRS Price**—MF01/PC03 Plus Postage.

**Descriptors**—Adult Basic Education, Agency Role, Change Strategies, Focus Groups, \*Institutes (Training Programs), \*Literacy Education, \*Organizational Change, \*Organizational Development, Professional Development, Public Agencies, Records (Forms), Social Science Research, State Agencies, Strategic Planning, Teamwork, Technical Assistance, Theory Practice Relationship

**Identifiers**—223 Project, \*Pennsylvania

The Tuscarora Intermediate Unit Adult Education and Job Training Center planned, coordinated, delivered, and evaluated a 2-day institute on organizational change and improvement. The 85 agency staff members who attended the institute received

an orientation to organizational change and improvement based on the latest theory and methodologies but with emphasis on practice. Each agency team developed an action plan of basic strategies to respond to a specific demand of their particular workplace requiring a rapid response to change. An evaluation of the institute itself and the focus group results provided valuable feedback that in turn provided direction for redesign of the EQUAL Implementing Change strand. Additional support was provided to those attendees who desired further technical assistance. Feedback from the focus group and a random sample of participants indicated that agencies had varying degrees of success implementing their plans. A long-term, multiple-session intervention strategy was deemed best for planning and implementing organizational change. (Appendixes constituting approximately 75% of the document contain the following items: detailed outlines of the institute's two sessions along with materials during the Power Point presentations at both sessions; a contact information form; the preconference application form; and a list of follow-up questions to the institute.) (MN)

**ED 454 399**

**CE 081 904**

*Mundie, Karen Thompson, Debbie Joyce, Michelle*

**Piloting the AIM Project: Measuring Progress for Program Evaluation and Accountability.** Greater Pittsburgh Literacy Council, PA.

**Spons Agency**—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.; Department of Education, Washington, DC.

**Pub Date**—2000-00-00

**Contract**—98-00-0004

**Note**—32p.

Available from—AdvancE State Literacy Resource Center, Pennsylvania Department of Education, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333. Tel: 800-992-2283 (Toll Free); TTY: 717-783-8445; Fax: 717-783-5420; e-mail: ltsiuliat@state.pa.us.

**Pub Type**—Reports - Evaluative (142)

**EDRS Price**—MF01/PC02 Plus Postage.

**Descriptors**—Adoption (Ideas), Adult Basic Education, Adult Educators, Adult Literacy, Check Lists, Comparative Analysis, English (Second Language), \*Evaluation Methods, Feasibility Studies, Guidelines, \*Literacy Education, Mentors, \*Performance Based Assessment, Pilot Projects, Portfolio Assessment, Portfolios (Background Materials), Pretests Posttests, \*Statewide Planning, \*Student Evaluation, Teacher Attitudes, Tutoring, Tutors, Volunteers

**Identifiers**—223 Project, \*Pennsylvania

The AIM (Assessment, Instruction, Mastery) system is a performance-based assessment that was developed in Oregon. The AIM system was piloted by 83 volunteers and staff from 18 volunteer-based programs to assess the system's usefulness as a means of collecting and aggregating data on student progress in adult literacy and similar programs in Pennsylvania. Six programs that had received AIM training in prior years also worked with the assessment on a more intensive level. They reported that, of the 192 students to whom AIM was assigned, 44 completed some skills on the AIM checklist and 43 showed posttest gains, and 10 students completed the checklist they were assigned and moved on to the next level. Based on the sample portfolios received, it was concluded that tutors gave more attention to correct documentation and collection of evidence during the current project year than in past years. Close mentoring of tutors using the AIM checklists was found to ensure better student progress on the AIM checklists. The AIM training was revised again after the second year. A role-playing activity for tutors was added. The project was slated for continuation. AIM tutor tips and an AIM student progress report form are appended. (MN)

**ED 454 400**

**CE 081 905**

*Hawk, Kim Herr, Linda Merk, Dan Shafer, Debra Sherow, Sheila Weinberger, JoAnn*

**Planning for Change. [Final Report and Training Package].**

Lycoming County Library System, Williamsport,

PA.

**Spons Agency**—Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

**Pub Date**—2000-00-00

**Contract**—098-00-0015

**Note**—146p.

Available from—AdvancE State Literacy Resource Center, Pennsylvania Department of Education, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333. Tel: 800-992-2283 (Toll Free); TTY: 717-783-8445; Fax: 717-783-5420; e-mail: ltsiuliat@state.pa.us.

**Pub Type**—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price**—MF01/PC06 Plus Postage.

**Descriptors**—Adult Basic Education, Adult Literacy, \*Agency Cooperation, \*Change Strategies, Community Change, Community Cooperation, Community Needs, \*Community Planning, Cooperative Planning, Delivery Systems, Educational Environment, Educational Needs, Labor Force Development, Learning Modules, \*Literacy Education, Material Development, Models, Needs Assessment, Pilot Projects, Program Effectiveness, \*Shared Resources and Services, State Agencies, \*Statewide Planning, Systems Approach, Technical Assistance, Training

**Identifiers**—Coalitions, \*Pennsylvania

This document contains materials about and from the Planning for Change (PnC) project, which was conducted to accomplish the following objectives: (1) further develop and document a comprehensive community planning process across Pennsylvania's workforce investment board (WIB) regions; (2) pilot the comprehensive planning project; and (3) expand the Building Communities for Learning technical assistance and training materials to develop a technical assistance system and training modules to assist local adult basic and literacy education agencies in preparing for integration of services into the CareerLink system and representation on local workforce investment boards. The report details the project procedures and outcomes, which were as follows: (1) an environmental scan and needs assessment was conducted in each of six pilot WIB regions; (2) two models of cross-agency collaboration and coalition building were developed; and (3) a training package was developed to help communities establish cross-agency collaboration and engage in comprehensive community-based planning. Appendixes constituting approximately 75% of the document contain the following items: a needs assessment and environmental scan; frameworks for WIB adult education coalition and local community-based planning models; a brief summary of pilot site accomplishments; and a list of PnC training package topics and a bibliography of 16 references. The training package consists of 119 cards used in presenting the 13 modules. (MN)

**ED 454 401**

**CE 081 907**

*Cooper, Richard*

**Statewide Staff Development Project: Adults with Learning Differences. Final Report, 1999-2000.**

Center for Alternative Learning, Havertown, PA. **Spons Agency**—Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

**Pub Date**—2000-00-00

**Contract**—99-00-0003

**Note**—30p.

Available from—AdvancE State Literacy Resource Center, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333; Tel: 717-783-9192; Fax: 717-783-5420 or Center for Alternative Learning, 6 E. Eagle Rd., Havertown PA 19083; Tel: 800-869-8336 (Toll Free); Tel: 610-446-6126; Fax: 610-446-6129. For full text: <http://www.learningdifferences.com>.

**Pub Type**—Reports - Descriptive (141)

**EDRS Price**—MF01/PC02 Plus Postage.

**Descriptors**—Adult Education, \*Adult Educators, Educational Research, Language Skills,

\*Learning Disabilities, \*Learning Problems, Nontraditional Education, \*Staff Development, State Programs, Statewide Planning, \*Teaching Methods, Technical Assistance, Tutors, \*Writing Instruction

#### Identifiers—Pennsylvania

This project provided adult educators in Pennsylvania with information about adults with learning differences and training in the use of alternative instructional techniques. Although the majority of training was conducted through presentations, many more adult educators were affected by the project through the information provided in the Learning Disabilities Newsletter, the instructional materials distributed to programs, and technical assistance available through the toll-free phone service. The training included more than 40 topics allowing teachers and volunteer tutors to customize their staff development to meet the specific needs of their programs. These four new training sessions were developed as part of the 1999-2000 project year: Teaching Writing to Adults with Weak Language Skills, Accommodating Adults with Learning Disabilities in Adult Education Programs, Recent Research About Learning Disabilities, and Learning Disabilities Forum. (Appendixes include a list of training dates and locations and sample newsletter.) (YLB)

ED 454 402

CE 081 909

Royce, Sherry, Ed.

#### Success Stories 2001: Past, Present & Future.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—2001-06-00

Contract—099-01-1003

Note—49p.

Available from—Advance State Literacy Resource Center, 333 Market St., 11th Floor, Harrisburg, PA 17126-0333. Tel: 717-783-9192; Fax: 717-783-5420.

Pub Type—Reports - Descriptive (141)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adult Basic Education, \*Adult Literacy, \*Adult Programs, \*Adult Students, Biographies, Community Education, \*Literacy Education, \*Outcomes of Education, Program Descriptions, State Programs, Statewide Planning, \*Success

#### Identifiers—Pennsylvania

This publication is comprised of the biographies of eight individuals designated in the past and nine individuals currently designated as outstanding, successful students from Pennsylvania's adult basic and literacy education (ABLE) programs. Each biography is accompanied by a description of the sponsor program. The past outstanding students are indicative of individuals who have gone on to further accomplishments. The individuals, the year in which they were named outstanding student, and current position are as follows: (1) Anna Mae Kuchta, 1989, teacher's aide; (2) Howard Brown, 1992, community development leader; (3) Theresa Banford, 1993, director, Student Support Services; (4) Ruth Salters, 1994, family center counselor; (5) Romona Mercer, 1995, behavioral health assistant; (6) Linda Mallory, 1996, Family Literacy Program teacher; (7) Madeline Rosado, 1997, network administrator; and (8) Carlos Baretto, 1998, community outreach volunteer. These outstanding students for 2001 are profiled: Kevin Sites; Yolanda Medina; Shirley Burns; Sharon Louise Wallace Heath; Clara M. Snyder; James Lamar Groff; Carmen Martinez; Robert Ceselsky; and Susan M. Sprengel. (YLB)

ED 454 403

CE 081 910

Brown, Bettina Lankard

#### Diversity Training. Myths and Realities No. 13.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—For full text: <http://www.eric>

<http://www.eric.org/fulltext.asp>.

Pub Type—ERIC Publications (071)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Behavior Change, Cultural Pluralism, \*Diversity (Institutional), \*Employee Attitudes, Employer Employee Relationship, Males, \*Multicultural Education, Organizational Climate, Productivity, \*Program Effectiveness, \*Staff Development, Training, Whites

#### Identifiers—Diversity Training, Work Values

Certain myths cause some people to fear or resist diversity training; other myths overstate its outcomes and effectiveness. Many workers—white males in particular—fear that in the rush for a more diverse workplace, they will lose out. Their fears can be addressed by delivering training in a way that convinces employees that the organization's diversity programs do not seek to displace white males but to prepare workers and managers to work in a heterogeneous environment. Diversity is not synonymous with affirmative action. Successful processes to establish focus and content of training include needs assessment, organization's demonstrated commitment to diversity issues, and organizational communication about the goals and objectives of its specific diversity program. Diversity training programs should help each participant treat other people as those others wish to be treated. Rather than trying to change values, diversity programs should help people look at specific behaviors that cause pain or problems and find ways to avoid them. Training effectiveness should not be linked to participant satisfaction or determined using measurement standards. Incentives for diversity training include legal, humanitarian, and ethical concerns, but the one common incentive shared by all organizations is the realization of economic reward for their diversity training efforts. (YLB)

ED 454 404

CE 081 911

Kerka, Sandra

#### Job Searching in the 21st Century. Myths and Realities No. 14.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—For full text: <http://www.eric.org/fulltext.asp>.

Pub Type—ERIC Publications (071)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Career Education, \*Computer Mediated Communication, Electronic Mail, \*Employment Opportunities, Higher Education, \*Internet, \*Job Applicants, Job Application, \*Job Search Methods, Labor Market, \*Personnel Selection, Recruitment, Resumes (Personal)

#### Identifiers—Electronic Resumes (Personal)

The Internet is changing the way people look for jobs, but these questions still remain: How effective is online job searching? and Are traditional methods now a waste of time? Surveys indicate only 5.5 percent of 99 million American households had done any online job hunting; a majority of 4,000 executives had job openings posted on their companies' websites; Fortune 500 online recruitment increased from 17 to 45 percent from 1998-99; but the Internet accounts for only 2 percent of employment advertising. A recruiting industry source estimates the number of successful searches made entirely via the Web is around 17 percent. The "hidden" job market is still most effectively tapped by personal contacts, although companies are encouraging employees to e-mail job ads to friends and creating alumni networks for referrals. Surveys have found more than 80 percent of employers initially identified interview candidates from paper resumes more than half the time, while only 60 percent scanned electronic resumes; and only 30 percent of employers preferred electronic resumes. The Internet enables job seekers to access current information, reach deeper into local markets and transcend geographic boundaries, and connect with many employers for less time and money. The limi-

tations of keyword searching may hamper the number or relevance of job matches. What the Internet does is allow job seekers to diversify their approach. (Contains 21 references.) (YLB)

ED 454 405

CE 081 912

Wonacott, Michael E.

#### Postmodernism: Yes, No, or Maybe? Myths and Realities No. 15.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-00-00

Contract—ED-99-CO-0013

Note—4p.

Available from—For full text: <http://www.eric.org/fulltext.asp>.

Pub Type—ERIC Publications (071)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Education, \*Adult Learning, Critical Theory, \*Cultural Pluralism, \*Epistemology, Modernism, Objectivity, \*Philosophy, \*Postmodernism, Power Structure, Realism, Scientific Methodology, World Views

#### Identifiers—Essentialism, Positivism, Scientism

These key features overlap, criss-cross, and reoccur in discussions about postmodernism: plurality of perspectives, antiessentialism, antifoundationalism, antisocialism, and end of metaphysics and ideology. Other characterizations focus on the discrediting of modernism's grand narrative, the positivist assumption that objectivity is the only truth, and that all questions could be answered by a hierarchy of sciences, principles, and beliefs. Discussing the nature of knowledge in adult learning, Kilgore (2001), on the other hand, characterizes postmodernism and critical theory, an overlapping paradigm, in terms of the interplay between knowledge, power, and learning. The merits of postmodernist thought are hotly debated. Some find a self-defeating paradox in the key features of postmodernism. Some disagree with postmodernist views on objective reality and on our ability to know that reality accurately. Others question the quality of some postmodern writing and thought. At the same time that proponents and critics disagree vehemently over epistemology, many agree that postmodernism brings a valuable spotlight on human nature and its role in constructing knowledge. For Kilgore (2001), the most significant contribution of the postmodern worldview is the recognition and theoretical inclusion of the diversity of learners and their individual and collective voices. (Contains 14 references.) (YLB)

ED 454 406

CE 081 913

#### Taking the Initiative on Jobs & Race: Innovations in Workforce Development for Minority Job Seekers and Employers.

Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2001-00-00

Note—29p.

Available from—For full text: <http://www.aecf.org/publications/jobsandrace.pdf>.

Pub Type—Reports - Descriptive (141)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, \*Blacks, Community Colleges, Community Organizations, Demonstration Programs, \*Economically Disadvantaged, Employment Opportunities, Empowerment, Equal Opportunities (Jobs), \*Hispanic Americans, Job Applicants, \*Job Placement, \*Labor Force Development, Low Income Groups, Males, Program Development, Program Implementation, \*Racial Discrimination, Regional Characteristics

Identifiers—Colorado (Denver), Louisiana (New Orleans), Missouri (Saint Louis), Pennsylvania (Philadelphia), Washington (Seattle), Wisconsin (Milwaukee)

The Annie E. Casey Foundation launched the eight-year, six-city demonstration project, Jobs Initiative (JI), in 1995 to provide support and assistance to community groups, employers, foundations, and community colleges helping disadvantaged, low-skilled workers secure family-supporting jobs. JI sites found that even during a time when employers were desperate for workers, race-

based discrepancies persisted in the labor market experiences of low-income people of color. The Casey Foundation developed a range of resources on race, work force, and regional labor markets. Employers often used references to black and Latino men's lack of soft skills training as a smoke screen to discriminate. To empower minority males, JI sites focused on building job seekers' strengths, respecting their dignity and talents, and offering them support during and after placement. The JI approach to work force development (WD) and placement emphasized these three key components for an effective program: engaging employers, retention and advancement, and systems reform. These five lessons were learned: the need to be aware of the dynamic of race and ethnicity and how it differs across individual, group, industry, and regional contexts; the impact of the issues of race, ethnicity, language, or culture throughout the WD process; the importance of collaborating and sharing knowledge about race, labor markets, and job readiness; the need for new approaches to WD for low-skilled job seekers; and the importance of vigilance at each step. (Contains 13 resources.) (YLB)

**ED 454 407** CE 081 915

*Bjornavold, Jens Pettersson, Sten*

**Transparency of Vocational Qualifications: The Leonardo da Vinci Approach. CEDEFOP Panorama Series.**

European Centre for the Development of Vocational Training, Thessaloniki (Greece).

Report No. —TI-37-01-065-EN-C; ISBN-92-896-0048-9; ISSN-1562-6180

Pub Date—2001-00-00

Note—89p.

Available from—CEDEFOP, PO Box 22427, Thessaloniki, GR-55102 Greece. Tel: 30 31 49 01 11; Fax: 30 31 49 01 02; e-mail: info@ce-defop.eu.int (#5111 EN). For full text: <http://www2.training.village.gr/download/publication/panorama/5111/5111en.pdf>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Education, Developed Nations, \*Educational Certificates, Employment Qualifications, Foreign Countries, \*International Cooperation, International Educational Exchange, \*Job Skills, \*Occupational Mobility, Postsecondary Education, Program Design, \*Program Implementation, Secondary Education, Student Certification, Vocational Education

Identifiers—\*European Community

This report gives an overview of the situation of transparency of vocational qualifications by presenting measures introduced at the European Community level and by drawing attention to projects within the Leonardo da Vinci Program dealing with the issue. A 16-page executive summary appears first. Chapter 1 provides general background and aims. Chapter 2 outlines a current overview on legal and political measures at European Community level. Chapter 3 gives a general introduction to the Leonardo da Vinci program. Chapters 4-6 provide profiles of the transparency-relevant projects of 1995, 1996, and 1997. Focus is on their aims and objectives. Each chapter categorizes the projects into these two groups: those with a general focus on transparency and those with a sector focus on transparency. Chapter 7 is a summary of Chapters 4-6. Chapter 8, on projects' results and impacts, identifies these elements as typical main features of project development: changing of ambitions; strengthening of management; prolongation of projects; and discontinuation of work. These frame factors are cited as influencing the work process: specificity of the research questions; balancing of different interests; regulation complex; and random and accidental factors. Chapter 9 discusses the European forum on transparency of vocational qualifications as a tool for dissemination and implementation of results. Chapter 10 makes conclusions. (Contains an 18-item bibliography.) (YLB)

**ED 454 408** CE 081 916

**Captured Wisdom(TM): Integrating Technology into Adult Literacy Instruction. [Booklet and CD-ROM Transcripts].**

North Central Regional Educational Lab., Oak Brook, IL. North Central Regional Tech. in Education Consortium.; National Center on Adult Literacy, Philadelphia, PA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-00-00

Contract—R302A50007

Note—41p.; The two CD-ROM volumes are not available from ERIC. Booklet produced by Linda Ginsburg and Jennifer Elmore.

Available from—North Central Regional Educational Laboratory, 1120 East Diehl Rd., Suite 200, Naperville, IL 60563. For full text: <http://www.ncrel.org/cw/al/>.

Pub Type—Computer Programs (101) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adult Basic Education, Adult Educators, Adult Literacy, \*Adult Students, Classroom Techniques, Computer Uses in Education, Curriculum Development, Distance Education, Educational Games, \*Educational Practices, \*Educational Technology, English (Second Language), Family History, High School Equivalency Programs, Information Dissemination, \*Innovation, Inservice Education, Instructional Development, Integrated Curriculum, Internet, Labor Force Development, \*Learning Activities, Literacy Education, Material Development, National Organizations, Online Systems, Optical Data Disks, Portfolios (Background Materials), Problem Solving, Reading Instruction, Regional Planning, Simulation, Staff Development, Student Attitudes, Teacher Student Relationship, Theory Practice Relationship, Visual Aids, Writing (Composition)

Identifiers—General Educational Development Tests

This document consists of a booklet describing the Captured Wisdom project and transcripts of videos from the two CD-ROM disks. The booklet details how to get the most from the CD-ROMs with suggestions directed toward teachers, professional development providers, and administrators. Six Captured Wisdom learning sites are listed. The Captured Wisdom CD-ROMs present videos profiling seven innovative projects featuring successful practices that integrate technology into adult education instruction. The CD-ROMs also include the following information for each program: goals; content; learning issues; instructional activities; products and assessments; and resources. The target audiences of the individual projects include adult literacy students, speakers of English as a second language, and adult learners in General Educational Development programs. Transcripts of student and teacher interactions on the videos of "The Antarctica Project," "Home Countries," "The Mars Project," "The Restaurant Problem," "Intrepid Tales," "Creating Family Histories," and "Presenting the Whole Package" projects are included. (MN/CG)

**ED 454 409** CE 081 918

*Gordon, Howard R. D.*

**American Vocational Education Research Association Members' Perceptions of Statistical Significance Tests and Other Statistical Controversies.**

Pub Date—2001-03-08

Note—27p.; Paper presented at the Annual Community of Scholars Symposium in Workforce Development and Education (2nd, Columbus, OH, March 8, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Research, Postsecondary Education, Predictor Variables, Research Methodology, Researchers, Scores, Secondary Education, \*Statistical Analysis, \*Statistical Significance, \*Statistical Studies, Statistical

Surveys, Test Interpretation, \*Test Validity, \*Testing Problems, Vocational Education

Identifiers—American Vocational Education Research Association, Stepwise Regression

A random sample of 113 members of the American Vocational Education Research Association (AVERA) was surveyed to obtain baseline information regarding AVERA members' perceptions of statistical significance tests. The Psychometrics Group Instrument was used to collect data from participants. Of those surveyed, 67% were male, 93% had earned a doctoral degree, 67% had more than 15 years of experience in educational research, and 82.5% were employed at the university level. The respondents generally disagreed with the proposition that statistical significance tests should be banned. Stepwise methods were more likely to be perceived as acceptable for identifying the best variable set and importance, which suggested that some AVERA researchers are not aware that stepwise methods do not identify the best predictor set of a given size. Overall views regarding score reliability appeared to be "neutral." The respondents' general views regarding statistical testing were consistent with previous research. The responses suggested that the controversy over statistical testing has raised some consciousness among AVERA researchers' perceptions on the general views of statistical testing. It was recommended that future AVERA researchers be encouraged to always interpret effect sizes and conduct empirical investigations of the replicability of results. (Contains 63 references and 9 tables.) (MN)

**ED 454 410** CE 081 919

*Sherman, Renee Voight, Janet Tibbetts, John Dobbins, Dionne Evans, Arthur Weidler, Danielle*

**Adult Educators' Guide to Designing Instructor Mentoring.**

Pelavin Research Inst., Washington, DC.

Pub Date—2000-04-00

Note—67p.

Available from—For full text: <http://www.air.org/nrs/reports/Mentoring%20Guide.pdf>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adult Basic Education, \*Adult Educators, Adult Learning, \*Beginning Teacher Induction, Comparative Analysis, Educational Needs, Educational Objectives, Educational Principles, Educational Quality, English (Second Language), Guidelines, Learning Theories, \*Mentors, Peer Counseling, Professional Development, \*Program Design, \*Program Implementation, Questionnaires, Recognition (Achievement), Resource Allocation, Strategic Planning, Systems Approach, Teacher Competencies, Teacher Competency Testing, Teacher Improvement, Theory Practice Relationship

This document provides guidelines for designing mentoring programs to facilitate the professional development of adult basic education (ABE) and English-as-a-second-language (ESL) instructors. Chapter 1 discusses the rationale behind mentoring in ABE programs. Special attention is paid to the following topics: how mentoring fits with adult learning theory; how mentoring compares with peer coaching; and what principles underlie quality mentoring systems. Chapter 2 examines the following issues related to ways programs can support mentoring: integrating mentoring into a program's professional development system; allocating staff and time for mentoring; and rewarding and recognizing mentors and proteges. Chapter 3 details the following steps for developing and implementing mentoring: (1) identifying mentoring goals; (2) selecting mentors; (3) selecting proteges; (4) matching mentors and proteges; (5) establishing frequency and duration of the mentor/protege relationship; (6) providing professional development and ongoing support for mentors; (7) identifying mentoring content; (8) identifying mentoring strategies; (9) assessing and evaluating mentoring; and (10) financing mentoring. The following items are appended: 21 questions for strategic planning; a list of 30 instructor competencies; profiles of mentoring in ABE and ESL programs; and 17 references. (MN)



## ED 454 411

CE 081 920

Davies, Peter

**Closing the Achievement Gap: Colleges Making a Difference. Report of Research Project Undertaken by the Learning and Skills Development Agency.**

Learning and Skills Development Agency, London (England).

Spons Agency—Department for Education and Employment, London (England).

Report No.—ISBN-1-85338-668-5

Pub Date—2001-05-00

Note—54p.; Part of the Raising Quality and Achievement Programme. Formerly Further Education Development Agency (FEDA).

Available from—Learning and Skills Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7962 1066; Fax: 020 7840 5401; Web site: <http://www.LSagency.org.uk>. For full text: <http://www.LSagency.org.uk/pubs/dbaseout/download.asp?code=1> ISBN1853386685.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Standards, Adult Learning, \*Adult Students, Case Studies, Change Strategies, College Planning, College Role, Comparative Analysis, Counseling Services, Curriculum Development, Delivery Systems, Demography, \*Disadvantaged, Educational Change, Educational Practices, Foreign Countries, Influences, Information Management, Institutional Research, National Standards, National Surveys, Performance Factors, Postsecondary Education, \*School Holding Power, School Orientation, Socioeconomic Status, Strategic Planning, \*Student College Relationship, Student Evaluation, \*Student Improvement, Student Needs, Student Placement, Student Records, Student Recruitment, Systems Approach, Teaching Methods, Technical Institutes, Tutoring

Identifiers—Impact Studies, \*United Kingdom

Demographic and institutional factors responsible for the large variations of student retention and achievement at further education (FE) colleges throughout the United Kingdom were examined. Data from individualized student records were analyzed, and 10 FE colleges identified as serving areas of deprivation were visited to assess the extent to which demographic factors are the main determinants of differences in rates of retention and achievement and to identify institutional practices connected with higher and lower retention and achievement. Although demographic differences in student profiles had an impact on the relative rates of achievement recorded by different colleges, demographic make-up of student bodies did not appear to explain the major part of interinstitutional variations in achievement. A substantial part of the achievement gap appeared to stem from factors lying within the direct influence of FE colleges. A total of 53 key characteristics associated with effective interventions to raise student achievement were identified. The characteristics involved the following aspects of practice: strategic commitment; college-wide approaches; recruitment, placement, and induction; design and delivery of curriculum; tutorial and other support; teaching and pedagogy; and monitoring, evaluation, and follow-up. It was concluded that more work is required to determine how demographic factors act as barriers to achievement. (Contains 12 references.) (MN)

## ED 454 412

CE 081 921

**Costing, Budgeting and Financial Reporting: A Report on Current Practice in the Further Education Sector. Research Report.**

Learning and Skills Development Agency, London (England).

Report No.—ISBN-1-85338-690-1

Pub Date—2000-00-00

Note—21p.; Questionnaire prepared with the College Finance Directors Group (CFDG). Formerly Further Education Development Agency (FEDA).

Available from—Learning and Skills Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020

7962 1066; Fax: 020 7840 5401; Web site: <http://www.LSagency.org.uk>. For full text: <http://www.LSagency.org.uk/pubs/dbaseout/download.asp?code=1> ISBN1853386901.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accounting, \*Adult Learning, \*College Programs, \*Educational Finance, Educational Practices, Foreign Countries, Information Utilization, Institutional Research, Money Management, National Surveys, Postsecondary Education, \*Program Budgeting, \*Program Costs, Questionnaires, Recordkeeping, Reports

Identifiers—\*Financial Reports, \*United Kingdom

The approaches to costing, budgeting, and financial reporting being used in further education (FE) colleges in the United Kingdom as of autumn 2000 were examined through a questionnaire that was circulated to all finance directors in the FE college sector. Approximately one-third of the sector (144 FE colleges) responded. The responding FE colleges were broadly representative of the sector. Nearly all colleges reported using delegated budgets. Although the majority of FE colleges appeared to be making good use of costing and other financial information, significant variations in practice and room for improvement were identified. It was concluded that, although there is no single right approach to costing, budgeting, and financial reporting, many FE colleges could improve their practice by examining the range of approaches used in other colleges. The following are among specific strategies for FE colleges to consider: (1) produce management accounts at the cost center level on a monthly basis; (2) make greater use of zero-based budgeting; (3) provide regular income and expenditure reports for all course teams; (4) use course costing information based on frequently updated costing sheets; and (5) set guidelines based on minimum student numbers and other key indicators. (Contains 21 figures.) (MN)

## ED 454 413

CE 081 922

Hughes, Maria MacPherson, Sally

**Developing Responsiveness in Vocational Education and Training.**

Learning and Skills Development Agency, London (England).

Report No.—ISBN-1-85338-653-7

Pub Date—2001-00-00

Note—84p.; With contributions from Dave Brookes and case study colleges. Formerly Further Education Development Agency (FEDA).

Available from—Learning and Skills Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7962 1066; Fax: 020 7840 5401; Web site: <http://www.LSagency.org.uk> (15 British pounds). For full text: <http://www.LSagency.org.uk/PDF/R1041/05/01/5000.PDF>.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adult Learning, Case Studies, Check Lists, College Role, Cooperative Planning, Curriculum Development, Demand Occupations, \*Education Work Relationship, Educational Needs, Educational Planning, Employment Patterns, Foreign Countries, Guidelines, Information Needs, Information Sources, Information Utilization, \*Instructional Development, Job Skills, Job Training, \*Labor Force Development, Labor Market, National Surveys, Needs Assessment, Occupational Information, Partnerships in Education, Questionnaires, \*Relevance (Education), Research Utilization, Retraining, School Business Relationship, Secondary Education, Skill Development, \*Systems Approach, Technical Institutes, Two Year Colleges, \*Vocational Education

Identifiers—Customized Training, \*United Kingdom

The extent to which providers of post-16 vocational education and training (VET) in the United Kingdom are able to secure timely and relevant

learning programs to meet sudden and unpredicted changes in local or national skills profiles was examined in a study that included interviews of nine private training providers and 11 further education (FE) providers and case studies of 5 FE colleges. Forward planning by FE providers did not, by itself, appear to be sufficient to prepare for unexpected demands for VET. A nimble, responsive system is required that can rapidly customize provision to meet emerging needs. The following are among key ingredients of such a system: (1) the capacity to identify skills gaps and assess individuals' development needs; (2) clear articulation of needs in a common language; (3) expert staff who are able to work flexibly without detriment to regular provision; (4) the capacity to customize training packages; and (5) sensitive funding regimes that enable employers, individuals, and the local economy to upskill rapidly. The bibliography lists 14 references. (The following items are appended: an interview topic guide; a list of survey participants; and an example of the use of skills and labor market information in planning.) (MN)

## ED 454 414

CE 081 923

Taylor, Sue

**Getting Employers Involved: Improving Work-Based Learning through Employer Links. Report and Good Practice Guidelines.**

Learning and Skills Development Agency, London (England).

Report No.—ISBN-1-85338-656-1

Pub Date—2001-00-00

Note—38p.; Formerly Further Education Development Agency (FEDA).

Available from—Learning and Skills Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7962 1066; Fax: 020 7840 5401; Web site: <http://www.LSagency.org.uk>. For full text: <http://www.LSagency.org.uk/pubs/dbaseout/download.asp?code=R1084/05/01/4000>.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Learning, \*Education Work Relationship, Educational Benefits, Educational Cooperation, Educational Practices, Educational Resources, Foreign Countries, Guidelines, Individual Development, Job Training, \*Linking Agents, \*Partnerships in Education, Postsecondary Education, Program Development, \*School Business Relationship, \*Vocational Education, \*Work Experience Programs

Identifiers—\*United Kingdom

This document presents guidelines for engaging employers in work-based learning programs offered by post-16 institutions in the United Kingdom. Chapter 1 explains why the guidelines are needed, how they were developed, and how they can be used. The following are among the topics examined in Chapters 2-6: (1) getting employers involved (benefits of employer involvement in improving learning and increasing employability; challenges facing training providers and employers; adopting a corporate approach and convincing employers of the business advantages of involvement in work experience programs; employer options for getting involved); (2) resources to do the job (sharing a commitment, developing good practice); (3) preparing for learning at work (making a good match, supporting needs, knowing the industry, keeping things simple); (4) supporting effective learning in the workplace (ideas for employers and training providers); and (5) supporting learners' personal development (strategies for employers and training providers). Chapters 2-6 each contain one or more case studies illustrating good practices. The bibliography lists 26 publications and World Wide Web sites. The following items are appended: a list of case study leaders and sites; 37 key actions for developing good practice; and lists of the employers involved in the study and the External Advisory Group. (Contains 26 resources.) (MN)

ED 454 415

CE 081 924

Green, Muriel

**Successful Tutoring: Good Practice for Managers and Tutors.**

Learning and Skills Development Agency, London (England).

Report No.—ISBN-1-85338-659-6

Pub Date—2001-00-00

Note—54p.; Formerly Further Education Development Agency (FEDA).

Available from—Learning and Skills Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom. Tel: 020 7962 1066; Fax: 020 7840 5401; Web site: <http://www.LSagency.org.uk>. For full text: <http://www.LSagency.org.uk/pubs/dbaseout/download.asp?code=A 990>.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Administrators, Adult Learning, \*Adult Students, Case Studies, \*College Programs, \*Educational Practices, Foreign Countries, Guidelines, Postsecondary Education, \*Program Administration, Relevance (Education), Reliability, Teacher Student Relationship, \*Tutorial Programs, \*Tutoring, Tutors

Identifiers—\*United Kingdom

This document, which draws on the findings of a survey of further education (FE) colleges in the United Kingdom and case studies of 9 FE colleges, presents good practices for managers of tutoring programs and tutors. Chapter 1 provides an overview of the changing role of tutors in the post-16 sector and the importance of recruiting, training, and helping individuals evolve into dual teacher/tutor roles. Chapter 2 discusses the following topics related to supporting learning: tackling absenteeism; developing learner confidence; reviewing progress; developing comfortable, confident, and competent tutors; cultivating clarity of purpose; providing tutors with relevant and up-to-date information; and developing learning skills. Chapter 3 is devoted to managing for quality and consistency. Chapter 4 emphasizes the importance of improving consistency among tutors and lists traits and resources needed by all tutors. Chapter 5 presents nine good practice case studies focusing on a variety of issues, including the following: responding to absence and at-risk learners; using value-added data; developing customized, well-organized materials; developing procedures to obtain relevant, up-to-date information for reviewing progress; managing for consistency; and achieving consistency in tutoring for part-time learners. Lists of colleges contributing to the study and colleges responding to the Tutoring Network survey are appended. (MN)

ED 454 416

CE 081 925

Sommers, Robert D., II. Comp. Waidelich, William D., Comp.

**Ohio Agriscience Lesson Plans.**

Ohio State Univ., Columbus. Agricultural Education Curriculum Materials Service.

Pub Date—1993-00-00

Note—857p.; "Ohio Agriscience Summit" at head of title page.

Available from—Curriculum Materials Service, The Ohio State University, 254 Ag Admin Bldg., 2120 Fyffe Rd., Columbus, OH 43210-1067. Tel: 614-292-4848; Fax: 800-292-4919 (Toll Free); e-mail: [cms@osu.edu](mailto:cms@osu.edu); Web site: <http://www.cms.ag.ohio-state.edu/Site2folder/Home.html>.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price — MF05/PC35 Plus Postage.**

Descriptors—Academic Education, Agribusiness, \*Agricultural Education, Agricultural Engineering, Agricultural Machinery Occupations, Agricultural Safety, Agronomy, Behavioral Objectives, Botany, Check Lists, Classroom Techniques, Competence, \*Competency Based Education, Conservation (Environment), Definitions, Environmental Education, Farm Management, Fused Curriculum, Guidelines, Individual Development, \*Integrated Curriculum, Learning Activities, Lesson Plans, Marketing, Measurement Techniques, Metric

System, Nutrition, Performance Factors, Plant Growth, Questionnaires, Recordkeeping, Records (Forms), Research Methodology, Science Activities, \*Science Instruction, Scientific Methodology, Secondary Education, \*Statewide Planning, Teaching Methods, Tests, Vocabulary, Vocational Education, Work Environment

Identifiers—\*Agricultural Sciences, \*Ohio

This document, which is intended for Ohio agriculture teachers, contains lesson plans for an eight-unit competency-based course in agriscience. Each lesson plan contains some or all of the following items: (1) unit title; (2) competency/terminal performance objective; (3) competency builders/pupil performance objectives; (4) list of applied academics competencies covered in the lesson; (5) list of necessary equipment, supplies, references, and other resources; (6) intended student audience; recommended teaching procedures (interest approach/teaching methods) cross-referenced to specific directions for teachers; (7) one or more problem-based learning activities along with worksheets, handouts, and other materials required for lessons; (8) guidelines for helping students apply concepts, principles, and skills; (9) suggestions for evaluating student learning; and (10) data record and observation sheet. The unit topics and selected lesson topics are as follows: (1) agricultural safety (maintain a safe work environment, apply safe work habits); (2) research technology (use scientific method to solve problems; use the English and metric systems to measure objects); (3) environmental science (manage soil, investigate factors affecting nitrates in groundwater); (4) business technology (maintain business records, examine the role of marketing); (5) plant science (explain plant chemical processes); (6) animal science (determine animals' nutritional requirements); (7) mechanical power; and (8) personal development. (MN)

ED 454 417

CE 081 926

**Corporate Training Delivery: Dollars and Sense. Unconventional Wisdom.**

National Alliance of Business, Inc., Washington, DC.

Pub Date—2001-00-00

Note—6p.

Available from—National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, DC 20005. Tel: 800-787-2848 (Toll Free); e-mail: [info@nab.com](mailto:info@nab.com); Web site: <http://www.nab.com>.

Journal Cit—Workforce Economics; v7 n1 p7-11 Spr 2001

Pub Type—Journal Articles (080) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Business Administration, Continuing Education, Corporate Education, \*Cost Effectiveness, Costs, \*Delivery Systems, \*Economic Impact, \*Educational Needs, Employment Qualifications, Futures (of Society), Industrial Training, Labor Force Development, \*On the Job Training, Postsecondary Education, Retraining, \*Staff Development, Technical Education, Technological Advancement

Identifiers—American Society for Training and Development

With accelerating technology in the workplace, worker training has become a key component of almost every corporation's long-range strategic plan. Almost all companies provide some form of training in computer operations to new and existing employees, and more than 90 percent of companies also provided a range of management, leadership, and communications training to employees in 1999. In addition, more training is being outsourced to outside vendors, and more companies are partnering with outside vendors, such as community colleges, to develop joint training programs that address specific needs. In addition, workers are increasingly receiving training by alternative means, such as the Internet. While quantity of training increases, costs for training workers are also going up. The American Society for Training and

Development (ASTD) placed the annual total at 2 percent of payroll, or \$63 billion, in 1999 for companies with more than 50 workers. The actual cost of training may be far higher, however, when costs such as lost productivity while workers are in training are included. However, the cost of not training workers is potentially much higher, because the changing qualifications of the workplace demand that workers maintain competency. Worker training has become as much a part of a company's budget as equipment and building purchases and leases. It represents an investment in the company's future and provides immediate returns via higher profits and improved earnings for both companies and employees, as well as helping to maintain a competitive U.S. economy. (KC)

ED 454 418

CE 081 931

Fenwick, Tara J.

**Experiential Learning: A Theoretical Critique from Five Perspectives. Information Series No. 385.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-00-00

Contract—ED-99-CO-0013

Note—76p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenyon Road, Columbus, OH 43210-1090. Tel: 800-848-4815, ext. 24277 (Toll Free); Fax: 614-292-1260. Web site: <http://www.cete.org/products> (Order No. IN 385: \$9.75). For full text: [http://ericacve.org/fenwick\\_01.asp](http://ericacve.org/fenwick_01.asp).

Pub Type—ERIC Publications (071) — Opinion Papers (120)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Adult Basic Education, Adult Education, Adult Educators, \*Adult Learning, Adult Students, Cognitive Processes, Cognitive Structures, \*Constructivism (Learning), Criticism, Educational Environment, Educational History, \*Educational Philosophy, Educational Practices, \*Epistemology, \*Experiential Learning, \*Learning Theories, Postsecondary Education, Power Structure, Systems Approach

Identifiers—Cultural Criticism, Psychoanalytic Criticism, Situated Learning

This monograph presents an overview of experiential learning from five perspectives. Following a history of experiential learning in 20th century adult education, the essay first offers a summary of the reflective constructivist view of experiential learning. The constructivist approach is taken by educators seeking to enhance the process of adult learners' reflections on experience, by instigating holistic experiences in instructional settings, by coaching and mentoring adults to enhance their learning in the midst of experience, and by assessing adults' experience. The essay compares these four additional theoretical orientations that have emerged in recent scholarly writing addressing experiential learning and cognition: (1) psychoanalytic perspectives that illuminate desires and resistance emanating from unconscious dimensions of experiential learning; (2) situative perspectives emphasize the connection between individuals and their communities of practice in a collective explanation of experiential learning; (3) critical cultural perspectives focus on how power and inequity structure experience and promote social transformation through experiential learning; and (4) enactivist perspectives uphold an ecological systems understanding of experiential learning co-emerging in systems of human action, organizations, cultures, and nature. For each of these five orientations to experiential learning, influential theories and models are presented, followed by a critique of the orientation from other perspectives. (The monograph contains 151 references.) (KC)

ED 454 419

CE 081 932

Wessels, Walter J.

**The Effect of Minimum Wages on the Labor Force Participation Rates of Teenagers.**

Employment Policies Inst., Washington, DC.

Pub Date—2001-06-00

Note—32p.

Available from—For full text: [http://www.epi-online.org/study\\_wessels\\_05-2001.pdf](http://www.epi-online.org/study_wessels_05-2001.pdf).

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adolescents, \*Cost Effectiveness, \*Economic Impact, Economics, Employment Experience, \*Employment Problems, Employment Qualifications, Entry Workers, History, \*Minimum Wage, Minimum Wage Legislation, \*Unemployment, Young Adults, \*Youth Employment, Youth Opportunities, Youth Problems

In light of pressure on Congress to raise the minimum wage from \$5.15 to \$6.15 per hour, a study looked at the effects such a raise would have on more than 10 million workers, many of them teenagers. The study used quarterly data on the labor force participation rates of teenagers from 1978 through 1999 and other studies to assess the effects of minimum-wage increases in 1978-81, 1990-91, and 1996-97 on teen employment. The literature shows that while such increases might raise the wages of some workers, it would also eliminate jobs and work opportunities for others. By one consensus view of this effect, a 10 percent increase in the minimum wage would reduce the employment of teenagers by 1 to 3 percent. Employers may react in other ways, also, to a raise in the minimum wage. They may eliminate fringe benefits, raise expectations of workers, and increase hiring standards for entry-level jobs. Many of these adjustments to a higher minimum wage reduce the attractiveness of work. As a result, the study concludes that when minimum wages go up, fewer teens choose employment. Teens with greater skills and experience tend to work, while those with fewer skills and less experience work less. Since work by teenagers has been shown to have beneficial long-term consequences on their subsequent labor force success, the study concludes that higher minimum wages reduce the future economic well-being of those who are displaced from work and discouraged from seeking work when they are teens. (Contains 46 references.) (KC)

**ED 454 420** CE 081 934

Gorard, Stephen Selwyn, Neil Rees, Gareth

**The "Conveyor Belt Effect": A Re-Assessment of the Impact of National Targets for Lifelong Learning.**

Pub Date—2000-00-00

Note—21p.

Pub Type— Information Analyses (070) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Access to Education, \*Adult Education, Adults, Certification, Cohort Analysis, Developed Nations, \*Education Work Relationship, \*Educational Certificates, Educational Philosophy, Employment Qualifications, Foreign Countries, \*Lifelong Learning, \*Program Effectiveness, Program Evaluation, Socioeconomic Status

Identifiers—\*England, \*Wales

Although the National Targets for Education and Training in England and Wales include indicators for lifelong learning, and the progress towards the targets set for these indicators has been lauded by politicians and other observers, much of this apparent progress is actually accounted for by changes in these same indicators. However, once the "conveyor belt effect" of passing increasingly qualified 16-18 year-olds into the working-age population instead of less-qualified 60 and 65 year-olds is taken into account, then progress in qualifying those of working-age is much less. In fact, there is then very limited evidence that lifelong learning targets have had any impact at all. Certainly work-based training has not increased and may even have declined over the last decade. Some socioeconomic inequalities in adult participation in education and training have worsened. The study concluded that a more carefully designed "average" target could allow all residents to be included in progress toward meeting the target and be more useful in measuring the actual

progression of the population toward more educational qualifications. (Contains 52 references.) (Author/KC)

**ED 454 421**

CE 081 935

Gorard, Stephen Selwyn, Neil

**Researching the Role of Digital Technology in Widening Participation.**

Pub Date—2000-00-00

Note—10p.

Pub Type— Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Computers, \*Access to Education, Adult Basic Education, Developed Nations, Disadvantaged, Distance Education, Educational Needs, Educational Practices, \*Educational Technology, Family Influence, Foreign Countries, \*Information Technology, Internet, \*Lifelong Learning, \*Nontraditional Education, Outcomes of Education, Postsecondary Education, Student Characteristics, \*Student Motivation, Technological Advancement

Identifiers—Learning Society, \*United Kingdom, Virtual Universities

The use of information and communications technology (ICT) to facilitate easy access to lifelong learning for all is one of the central tenets of the United Kingdom (UK) government's drive to establish a more inclusive learning society. Advocates have highlighted the need to free learning from the traditional confines of educational institutions and to foster instead a culture of lifelong learning based on convenient access to resources and materials through technology. The creation of "virtual colleges" in the UK has been portrayed as one means of widening access to learning opportunities for those excluded from participation in lifelong education. A study asks whether technology is really capable of widening participation in adult learning; whether technology introduces problems as well as solving them; and how research can be conducted. Using existing research and surveys, the study found that initiatives such as the Digital College of Wales face major obstacles to registering those already excluded from learning because a majority of those people do not have computers or access to the Internet. Those who benefit from the virtual college tend to be young, white, male, urban, and middle class, the same group who has benefited most from traditional learning. Besides barriers of access, nonparticipants are also constrained from participation by family influence, another barrier not easily overcome by digital technology. In addition, it is not clear whether digital technology can do more than merely transmit information, and therefore it may not lead to better reasoning skills and increased participation in life. Therefore, it can be seen as rational for an individual to decline to participate in this form of lifelong learning, although government policy prescribes it as a good for all. The study concludes that, at present, those who stand to gain most by digital learning technology are the providers and special-interest groups. (Contains 33 references.) (KC)

**ED 454 422**

CE 081 941

Scanlon, William J.

**Nursing Workforce: Recruitment and Retention of Nurses and Nurse Aides Is a Growing Concern. Testimony before the Committee on Health, Education, Labor and Pensions, U.S. Senate.**

General Accounting Office, Washington, DC.

Report No. —GAO-01-750T

Pub Date—2001-05-17

Note—37p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015. Tel: 202-512-6000; Web site: <http://www.gao.gov>. For full text: <http://www.gao.gov/cgi-bin/gettrpt?rptno=GAO-01-750T>.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Allied Health Occupations Education, Compensation (Remuneration), Demand Occupations, Demography, Educational Policy,

Employment Patterns, Government Role, Higher Education, Influences, Information Needs, Job Satisfaction, \*Labor Needs, Labor Supply, \*Labor Turnover, Needs Assessment, \*Nurses, \*Nurses Aides, Nursing Education, Policy Formation, Private Sector, Public Policy, \*Recruitment, Salary Wage Differentials, Secondary Education, State Programs, Trend Analysis, Vocational Education, Work Environment

The General Accounting Office examined existing and anticipated concerns related to the recruitment and retention of nurse and nurse aides. Special attention was paid to the following aspects of the problem: (1) factors contributing to the current and anticipated shortage among nurses; (2) what is known about the current and projected supply of nurse aides and the factors contributing to the current and anticipated shortage; and (3) government and private efforts to improve recruitment and retention of nurse aides. The following were among the main conclusions: (1) demographic and job satisfaction factors could worsen the shortage of nurses; (2) demographic changes, low compensation, and difficult working conditions are contributing to the shortage of nurse aides; and (3) state government and private sector initiatives are seeking to address nurse aide retention and recruitment, although few initiatives have been evaluated. Additional evaluation was deemed necessary to determine which state government and private sectors initiatives have been most effective in alleviating shortages of nurses and nurse aides. More detailed data were also called for to delineate the extent and nature of nurse and nurse aide shortages to assist in planning and targeting corrective efforts. (Contains 10 tables.) (MN)

**ED 454 423**

CE 081 942

Paechter, Carrie

**Issues in the Study of Curriculum in the Context of Lifelong Learning.**

Pub Date—1999-09-00

Note—19p.; Paper presented at the Annual Meeting of the British Educational Research Association (Brighton, England, September 2-5, 1999).

Available from—For full text: <http://brs.leeds.ac.uk/~beira/bra99.htm>.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, Adult Development, \*Adult Students, Adults, Cognitive Development, \*Curriculum, \*Curriculum Research, Definitions, Developed Nations, \*Educational Principles, Educational Television, Foreign Countries, \*Informal Education, Learning Theories, \*Lifelong Learning, Postsecondary Education

Identifiers—\*Great Britain

The concept of lifelong learning has become important in recent years as adults increasingly need to adapt and innovate, become more flexible workers, and take more active roles in the education of their children. Most of the discussion of lifelong learning, however, is couched in terms of formal educational institutions. But informal learning may require a different vocabulary. A study using videotape clips from a range of British television and Open University programs has been used to illustrate how the concept of "curriculum" changes and functions in learning situations outside those to be found in formal institutional contexts. In more informal learning, "curriculum" can be taken to mean learning opportunities, which are organized in a particular learning situation. This definition contrasts to formal educational institution curriculums, which promulgate what things powerful groups in a particular society think students should learn and focus on subjects rather than processes. Although learning by adults outside workplace contexts or educational institutions is informal, it still can have a curriculum—a way of organizing knowledge—if a broad definition is used. Further research and reflection on issues associated with transferring the language of institutionalized learning into the lifelong learning context are needed. (Contains 20 references.) (KC)



ED 454 424 CE 081 943

Chadsey, Janis Leach, Lynda Shelden, Debra  
**Building Inclusive School-to-Work Systems.**  
 State Profiles: Colorado, Maryland, New  
 Jersey, New Mexico, New York, Oregon,  
 Rhode Island, Vermont.

Illinois Univ., Champaign. Transition Research  
 Inst.

Spons Agency—Academy for Educational Development, Washington, DC. National Transition Alliance for Youth with Disabilities.; Department of Labor, Washington, DC.; Department of Education, Washington, DC.

Pub Date—2000-05-00

Contract—H158M50001

Note—20p.

Available from—For full text: <http://www.ed.uiuc.edu/sped/tri/stateprofiles.htm>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), Compliance (Legal), \*Disabilities, \*Education Work Relationship, \*Employment Programs, Federal Legislation, Job Placement, Partnerships in Education, Program Effectiveness, \*School Business Relationship, Secondary Education, Special Needs Students, \*State Programs, \*Youth Employment

Identifiers—Colorado, Maryland, New Jersey, New Mexico, New York, Oregon, Rhode Island, \*School to Work Opportunities Act 1994, Vermont

This report contains profiles of eight states (Colorado, Maryland, New Jersey, New Mexico, New York, Oregon, Rhode Island, Vermont) that describe the states' efforts to include youth with disabilities in School-to-Work efforts. Data were gathered on each of the states through written records of state resources and grants, web site information, information from a National Transition Alliance (NTA) technical assistance provider who worked with the states, notes from an NTA workshop that featured School-to-Work presentations from seven of the eight states, and telephone interviews with at least two state-level personnel and at least one local provider. The information was developed into state profiles that provide an overview of the following for each of the states: (1) legislation, policy, regulation; (2) leadership and partnership; (3) resources and programs; (4) activities from local partnerships; (5) successes and challenges; and (6) sustainability issues. (KC)

ED 454 425 CE 081 944

Curtain, Richard Sweet, Richard

**Young People and Work: Is VET the Answer?**  
 Summary Report on the National Issues Forum (1st, Sydney, New South Wales, Australia, December 1997). Working Paper.

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-98-01

Pub Date—1998-00-00

Note—24p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/WP9801CurS.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adult Education, Comparative Education, Developed Nations, \*Education Work Relationship, \*Educational Change, Educational Demand, Educational Finance, \*Employment Patterns, Enrollment, \*Federal Aid, Federal Government, Foreign Countries, Futures (of Society), Government Role, Job Training, Outcomes of Education, Postsecondary Education, Secondary Education, \*Vocational Education, \*Wages, Youth Employment, Youth Opportunities

Identifiers—\*Australia

This overview paper highlights implications of keynote papers and discussion at the first National Issues Forum held by the Research Center for Vocational Education and Training (VET) in Australia. It discusses evidence that the school-to-work (STW)

transition is a problem for an increasing number of young people and why. It outlines the government's range of responses to help young people, including greatly increased public funding for VET. However, evidence is presented that shows VET providers have failed to attract an increasing proportion of young people, shown by the decline in young people's participation in VET. Reasons for the decline include: changing patterns of demand for skills; and changing youth attitudes and competition from adults for access to training. Recent survey results are presented on employment and earnings outcomes achieved by young people who use a VET course to prepare them for employment. The paper suggests that VET's traditional strengths—its institutional base and vocational focus—may also be its greatest weaknesses in the future. Evidence is presented that countries with similar training arrangements (apprenticeship system and well-defined occupational structures of the industrial award system) are making major changes to how their structured education STW pathways work. The paper concludes by exploring types of changes VET needs to make. A case is made for VET providers to undertake continuous reassessment of how well they are currently meeting needs of potential students. (YLB)

ED 454 426 CE 081 945

**National Workshop on Equity Research. Report and Papers from a National Workshop**  
 (Sydney, New South Wales, Australia, May 21-22, 1999). Working Paper.

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-99-10

Pub Date—1999-00-00

Note—103p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/9910%20NatEqu.pdf>.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Access to Education, Adult Education, \*Community Organizations, Correctional Education, Developed Nations, Disabilities, \*Diversity (Student), Dropouts, \*Educational Research, \*Equal Education, Foreign Countries, Illiteracy, Indigenous Populations, Job Training, Nontraditional Occupations, Policy Formation, Position Papers, Postsecondary Education, Research Needs, Rural Population, \*Salary Wage Differentials, Secondary Education, Statistical Analysis, Unemployment, \*Vocational Education, Womens Education

Identifiers—\*Australia

This publication is comprised of 12 position papers from the National Equity Workshop held at the University of Technology Sydney (Australia) at which participants summarized their positions on the way equity should be understood, their views on the strengths and weaknesses of current vocational education and training (VET) policy, and what they saw as the priorities for future research. The papers are prefaced with a summary of the conclusions of the workshop—strengths of current research, weaknesses, and new directions—and participant biographies. The papers are: "Using Statistical Methodologies to Interrogate Large Data-Bases" (Katrina Ball); "Managing Diversity" (Kate Barnett); "Aboriginal and Torres Strait Islander Strategic Policy and Research Priorities for VET, 1999" (Tony Dreise); "Equity Outcomes" (Tom Dumbrell); "Equity and VET: An Antilogous Project? A Personal Story of Equity Work in VET" (Elaine Butler); "Regrouping Equity" (Barry Golding, Veronica Volkoff); "Equity: VET for the Good of the Nation" (Ian Falk); "An Overview of Current Equity Research in the National Program" (Jennifer Gibb); "Locality and Community Agency in VET Research" (John McIntyre); "Equity for Training and Employment: Research Questions from a Policy Perspective" (Marion Norton); "Position Paper" (Rachel Robertson); and "Some Observations on Equity in VET" (Kaye Schofield). (YLB)

ED 454 427 CE 081 946

McIntyre, John

**Equity and Local Participation in VET: Some Preliminary Findings in Sydney Postcodes.** Working Paper.

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-99-12

Pub Date—1999-00-00

Note—13p.; Part of 1998 program of RCVET at University of Technology, Sydney funded as a key national centre by the ANTA and part of an ongoing study of VET participation at the local and regional level. Funding for Census mapping software was provided by the VTS as part of a key university research strength program.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/McIn.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adult Education, Developed Nations, Educational Research, \*Educational Status Comparison, \*Equal Education, Foreign Countries, Job Training, Local Issues, \*Local Norms, \*Participant Characteristics, Place of Residence, Postsecondary Education, Profiles, Regional Characteristics, Research Methodology, Secondary Education, Socioeconomic Influences, \*Student Participation, \*Vocational Education

Identifiers—\*Australia (Sydney)

More attention should be given to the local dimension of equity research. A question that must be asked is to what extent there is an unequal distribution of opportunities to participate in vocational education and training (VET) that is mirrored by area of residence in both urban and rural localities. Questions must also be asked about the extent to which relatively advantaged (employed and educated) individuals consume the resources allocated to a locality or region. Local analysis studies the characteristics of participants who live or work in a certain area. The characteristics of VET participants living in a postcode can be compared with the characteristics of that locality in general and with the profile of VET participants in the region or state using a "profiling" methodology. The representation of equity groups in particular areas may be explored by using information about VET participants from AVETMISS and Census mapping software. One conceptual model of VET participation, which is holistic or ecological in character, assumes that participation is a complex product of provider, area, and clientele factors. It suggests these three possible approaches to local equity analysis: area participation, catchment, and provider equity analyses. A study of Sydney postcodes has found that technical and further education is highest in areas where relatively disadvantaged people are living. (Contains 15 references, 3 tables, and 1 figure.) (YLB)

ED 454 428 CE 081 947

McIntyre, John

**A Further Local Participation Study: TAFE and ACE in Melbourne Postcodes.** Working Paper.

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-99-13

Pub Date—1999-00-00

Note—15p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/9913McIn.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Adult Education, Community Education, Developed Nations, Educational Research, \*Educational Status Comparison, Equal Education, Foreign

Countries, Job Training, Local Issues, \*Local Norms, \*Participant Characteristics, Place of Residence, Postsecondary Education, Profiles, Regional Characteristics, Research Methodology, Socioeconomic Influences, \*Student Participation, \*Technical Education

Identifiers—\*Australia (Melbourne)

A study analyzed patterns of participation at the local level in adult and community education (ACE) and technical and further education (TAFE) in Melbourne, Australia postcodes. Patterns of participation were hypothesized as being different from those in Sydney, New South Wales, where previous research established the marked differentiation of TAFE and ACE clientele by postcode of residence. Results of the Melbourne postcode analysis confirmed the broad trend noted in the Sydney studies for TAFE and ACE participation to be differentiated by the socioeconomic status of the postcode. However, the Melbourne participation maps showed a good deal of variability in this broad relationship that needs to be explained. There were also considerable local variations in participation across adjacent postcodes. The general trend was for relatively high rates of participation in TAFE and ACE in most areas; yet they were differentiated to a degree by socioeconomic influences. This complexity was consistent with the marked diversification of VET in Melbourne and a corresponding differentiation of clientele and services in TAFE and ACE. (Contains 15 references, 3 figures, and 3 tables.) (YLB)

ED 454 429

CE 081 948

Hawke, Geoff

**Explorations of Retention and Withdrawal in VET Programs, 1995-1997. Working Paper.** Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No. —RCVET-WP-99-21

Pub Date—1999-00-00

Note—26p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/9921Hawke.pdf>

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Developed Nations, Discipline, Dropout Research, Educational Research, Enrollment Trends, Foreign Countries, \*Geographic Regions, Majors (Students), \*Multivariate Analysis, Regional Characteristics, \*School Holding Power, \*Sex Differences, Student Attrition, \*Vocational Education, \*Withdrawal (Education)

Identifiers—\*Australia

An exploratory study was the first part of an extensive study of retention in vocational education and training (VET) modules in Australia. These four major categorical variables were used to explore patterns in the withdrawal rate: year, gender, state/territory, and area of study/discipline. Withdrawal rates declined significantly from 1995-97. The rate at which males and females failed to complete modules differed by slightly less than 1 percent. Differences among states and territories were quite marked—from a withdrawal rate of just over 4 percent in South Australia to more than 21 percent in the Australian Capital Territory. Area of study also greatly affected withdrawal. Differences varied from a low 8.3 percent in Built Environment to a high 18.1 percent for Humanities. Data showed a significant inverse relationship between withdrawal rates for males and females across disciplines. Females had withdrawal rates higher than males in states where withdrawal rates were relatively low; this reversed in states where withdrawal rates are relatively high. A range of methods were explored to understand the interactions among these four variables: hierarchical breakdown analyses; additive analyses (analysis of variance, logit analysis, iterative fits); and weighted net percentage difference analyses. It was found that gender played a role in withdrawal rates only through its mediation by other variables, and that discipline had an impor-

tant role. (Contains 16 references, 14 tables, and 9 figures.) (YLB)

ED 454 430

CE 081 949

McIntyre, John Chappell, Clive Scheeres, Hermine Solomon, Nicky Symes, Colin Tennant, Mark

**The RAVL Symposium: New Questions about Work and Learning. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No. —RCVET-WP-99-22

Pub Date—2000-03-00

Note—16p.; Symposium presented at the Annual Meeting of the Australian Vocational and Training Research Association (3rd, Canberra, Australian Capital Territory, Australia, March 23-24, 2000).

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/9922sym.p.pdf>

Pub Type—Collected Works - Proceedings (021)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Cognitive Structures, Developed Nations, \*Education Work Relationship, \*Educational Change, \*Educational Principles, Epistemology, Foreign Countries, Higher Education, Implant Programs, \*Lifelong Learning, Organizational Development, Postsecondary Education, Technical Institutes, Universities, \*Vocational Education, Vocational Education Teachers, Work Experience Programs

Identifiers—\*Australia, \*Work Based Learning

Questions about work and learning have arisen from the growing emphasis on learning throughout life and beyond formal educational settings. Technical and further education and technological universities are seen as being in crisis, partly as a consequence of the emergence of new knowledge discourses that have disturbed traditional ideas about what counts as knowledge. The trend for national systems of education to embark on policies of vocationalization may not be new, but the rationale is—linking systems of education into the economy. Work is becoming the epistemological organizer of the contemporary university and usurping the position formerly held by disciplines and fields of study. Work-based learning (WBL) challenges the adequacy and utility of the organization, production, and transmission of knowledge as it has been practiced in modern educational institutions. WBL awards formalize workplace learning, subjecting it to educational processing of various kinds, particularly through intensively negotiated curriculum and assessment practices. Vocational teachers use the discourses of working knowledge to construct a legitimate occupational identity different from that of teachers in other disciplines. For workplace educators (called facilitators) and production line workers, their identity is how to "be" and "do" in a context of new discourses and new knowledge. (Contains 14 references.) (YLB)

ED 454 431

CE 081 950

Johnston, Robyn

**The Position of Human Resource Developers in the New Learning Landscape: A Discussion Paper. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No. —RCVET-WP-99-30

Pub Date—1999-00-00

Note—15p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/9930John.pdf>

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Education, Business Administration, Developed Nations, Foreign Countries, Higher Education, \*Human Resources, Job Skills, \*Labor Force Development, Occupational Information, Organizational Development,

\*Personnel Directors, \*Personnel Management, Staff Development, \*Work Environment Identifiers—Australia, \*Human Resources Professionals, \*Professional Role

Despite increased attention to learning within the workplace and investigation into the distribution and nature of learning-related activities, how these trends have impacted the role of human resource (HR) professionals has been less extensively examined. Studies examining their role indicate that HR development (HRD) positions name traditional responsibilities associated with an orthodox training role—instruction, program design, and administration. Some HRD professionals are expected to provide advisory and diagnostic services, perform expanded training oriented roles, handle organizational change or development, analyze needs, conduct skill audits, and advise on individual career development. Later studies have reflected expanded roles. Personal attributes essential for senior positions are flexibility, tenacity, and capacity to accept challenges and question the traditional way things have been done. Arguably, the role of HRD professionals now requires an acute awareness of the business of their enterprise, a strategic focus, and flexibility in modes of delivery along with skills expanded traditionally with training and development. Areas of uncertainty concerning the nature of this area as a career field are whether the role is more strategic; whether the role is enhanced or degraded; how outsourcing affects HRD as a career field; the challenge of knowledge management; and organizational positioning. (Contains 20 references.) (YLB)

ED 454 432

CE 081 951

Bye, Jayne

**Making Pathways: Young People and Their Informal Vocational Learning. Discussion Paper. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No. —RCVET-WP-00-01

Pub Date—2000-00-00

Note—14p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/WP0001Bye.pdf>

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Education Work Relationship, Educational Opportunities, Educational Policy, \*Educational Research, Foreign Countries, High Risk Students, \*Informal Education, Labor Market, Learning Processes, Learning Theories, Literature Reviews, Models, National Programs, \*Noncollege Bound Students, Outcomes of Education, Postsecondary Education, Research Methodology, Research Needs, Research Utilization, Secondary Education, Theory Practice Relationship, \*Vocational Education, \*Youth Employment

Identifiers—\*Australia, Career Paths

Current research into youth transitions in Australia documents an increasingly individualized process in which significant numbers of youths are deemed at risk of not making a successful transition from school to work. Many theorists are questioning the applicability of the linear model of transition to current conditions. Other theorists are questioning whether the model was ever applicable to all students (especially "nonmainstream" students). The literature also documents the perceived failure of policy in ensuring successful transitions through recognized "pathways" of vocational learning and experience. It may be argued that, by broadening their focus to include the informal vocational experiences young people initiate and the type of learning that occurs in such instances, educational researchers may provide useful insights into how young people experience the transition process and how they seek to position themselves in the youth labor market. Research on this area is being conducted as part of the Research Centre for Vocational Education and Training's national key center program supported by the Australian National Training

Authority. It is hoped that this research will shed new light on the increasingly complex transition process experienced by noncollege-bound young people and help policymakers devise more effective policies to assist this transition. (Contains 22 references.) (MN)

**ED 454 433** CE 081 952

McIntyre, John Melville, Bernice

**Early School Leavers in the Community.**

**Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No. —RCVET-WP-00.05

Pub Date—2000-12-00

Note—13p.; Paper prepared for the Annual International Conference on Post-Compulsory Education & Training (8th, Gold Coast, Queensland, Australia, December 4-6, 2000).

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0005Melv.pdf>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, Community Coordination, Dropout Characteristics, Dropout Programs, Dropout Research, \*Dropouts, \*Education Work Relationship, Educational Change, \*Educational Needs, \*Educational Policy, Educational Research, Foreign Countries, Literature Reviews, Needs Assessment, \*Policy Formation, Public Policy, Research Methodology, Role of Education, School Business Relationship, School Community Relationship, Secondary Education, Systems Approach, \*Vocational Education

Identifiers—\*Australia (New South Wales), Europe

The experiences of early school leavers in a New South Wales Central Coast community during the year after they left school were examined to identify ways of easing their transition into the community and the work force. Data were collected through interviews with community service providers, representatives of educational agencies, refuge workers, and local employers. Few schools had a system for providing early school leavers with information about their options. Unlike in Europe, the responsibility of schools to early leavers in the North Coast appeared to be minimal and did not embrace the idea that early school leavers should be followed up via some well-established community-based arrangements. Because many early leavers left school too suddenly for the school to intervene or left "under a cloud," they were unlikely to receive sympathetic farewells and relevant information, even though they are the students most in need of information and support. It was concluded that the reason early school leavers pose such a problem for policy is because Australia's vocational education and training system remains based on the historical dominance of the apprenticeship system. Greater integration of education and training arrangements with the local community and its employer networks and support services was recommended. (Contains 32 references.) (MN)

**ED 454 434** CE 081 953

Schofield, Kaye

**Dinosaurs in a Brave New World? Apprenticeships and Traineeships in the Age of Lifelong Learning. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No. —RCVET-WP-00.06

Pub Date—2000-10-00

Note—14p.; Paper prepared for the National Conference of the Centre for Economics of Education and Training (Melbourne, Victoria, Australia, October 30, 2000).

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work->

[ing%20papers/0006%20SchoCEET.pdf](http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0006%20SchoCEET.pdf).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Adjustment (to Environment), \*Apprenticeships, Change Strategies, Delivery Systems, Demand Occupations, \*Education Work Relationship, Educational Change, Educational Demand, Educational Environment, Educational Research, Emerging Occupations, Employment Qualifications, Foreign Countries, Labor Market, \*Lifelong Learning, National Surveys, Needs Assessment, Postsecondary Education, \*Relevance (Education), School Business Relationship, Secondary Education, \*Trainees, Trend Analysis, \*Vocational Education, Work Environment

Identifiers—\*Australia, Learning Organizations

The question of whether apprenticeships and traineeships can survive in Australia's emerging social and economic environment was explored through a review of two bodies of research. The first consisted of recent reviews of the quality of traineeships in Queensland and Tasmania and apprenticeships in Victoria. The second was a study on the future of work that was being conducted by the Research Centre for Vocational Education and Training and Australian Centre for Industrial Relations Research and Training. The recent success of Australia's New Apprenticeship system was considered in the context of the structure, content, and skill requirements of the jobs currently being created. The following problems were identified as affecting the long-term survival of apprenticeships and traineeships: increasing detachment from a centralized industrial relations system and industrial awards; increasing reliance on skill opportunities provided by the content and structure of work in individual enterprises rather than within an industry; high levels of employer influence and declining levels of employer investment in training; increasing dependence on a regime of public subsidy and training regulation; uncertainty about how to deal the competing trends of on-skilling and de-skilling; and reluctance to admit that not all workplaces are or even aspire to be learning organizations. (Contains 12 references.) (MN)

**ED 454 435** CE 081 954

Bye, Jayne

**Informal Vocational Learning Experiences of Young People: Some Research Findings. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No. —RCVET-WP-00.07

Pub Date—2000-00-00

Note—21p.; For author's earlier paper on this topic, "Making Pathways: Young People on Their Informal Vocational Learning," RCVET-WP-00-01, see CE 081 951.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0007Bye.pdf>.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Career Choice, Case Studies, Course Selection (Students), \*Education Work Relationship, Educational Attitudes, \*Educational Trends, Foreign Countries, \*Informal Education, Literature Reviews, Postsecondary Education, Secondary Education, \*Student Attitudes, Student Characteristics, Trend Analysis, \*Vocational Education, \*Work Attitudes, Work Experience

Identifiers—\*Australia, Career Paths

The informal vocational learning experiences of 13 young Australians preparing for the transition from school to work were examined. At the time of their interview, all 13 youths were students at a hybrid educational site in the Sydney metropolitan area that allows students to combine general education with vocational qualifications and experience in the workplace. The youths responded to an advertisement for research volunteers who had a clear vocational goal and believed they were engag-

ing in activities designed to increase their opportunities for gaining employment in their desired area. Although the respondents' stories reflected a wide range of patterns of activities, they also contained several similarities. All students interviewed had changed their place of education at the end of year 10, and all chose to transfer to an educational institution offering a hybrid approach to postcompulsory education and training. All were aware of the importance and desirability of preparing for a range of career options. Despite being vocationally goal-oriented, many participants were unable or unwilling to articulate anything but a vague concept of "pathway." All participants had workplace experience in their area of vocational interest, and all considered exposure to work in their chosen industry a valuable experience. (Contains 24 references.) (MN)

**ED 454 436** CE 081 955

Hawke, Geoff

**Implications for Vocational Education and Training of Changing Work Arrangements. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No. —RCVET-WP-00.11

Pub Date—2000-00-00

Note—18p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/WP0011Hawke.pdf>.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Adjustment (to Environment), Conventional Instruction, Cooperative Planning, \*Delivery Systems, \*Education Work Relationship, Educational Change, Educational Improvement, Educational Needs, \*Educational Objectives, Employment Patterns, Employment Practices, Foreign Countries, Individualized Instruction, Industrial Training, Influences, International Cooperation, Labor Market, Needs Assessment, Partnerships in Education, Postsecondary Education, School Business Relationship, Secondary Education, Student School Relationship, Trend Analysis, \*Vocational Education, \*Work Environment

Identifiers—\*Australia

Ideas about what constitutes work, the ways work is organized, the tools used in work, and the relationship between work and the other components of life are all changing rapidly. The implications of these changes for vocational education and training (VET) in Australia and elsewhere were examined. The following issues were considered: (1) the loss of a clear direction or mission for VET; (2) increasing debate over focusing VET programs on meeting the individual needs of vocational education students or concentrating on developing an industry-driven system focused on employers' needs; (3) debate over whether VET should focus on particular jobs, careers, work in general, or life in general; (4) debate over the extent to which the VET curriculum should focus on specific vocational skills versus broad, underlying principles; and (5) debate over the relative emphasis placed on preemployment versus in-employment training, classroom-based and experience-based training, and course-centered versus individualized instruction. The following immediate challenges facing VET were identified: (1) making employer involvement in VET an economic imperative; (2) improving awareness of workplace realities among vocational teachers; (3) adapting cooperative programs to deal with multiple employers; and (4) building international alliances in VET. (Contains 24 references, 3 figures, and 1 table.) (MN)

**ED 454 437** CE 081 956

Hawke, Geoff

**Factors Influencing Active Learning in Small Enterprises. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and



Training.  
Spons Agency—Australian National Training Authority, Melbourne.  
Report No.—RCVET-WP-00.13  
Pub Date—2000-00-00  
Note—10p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/WP0013%20Hawk.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Active Learning, \*Education Work Relationship, Educational Environment, Foreign Countries, Industrial Training, Influences, Job Training, \*Learning Motivation, Learning Processes, Models, Organizational Climate, Organizational Objectives, Performance Factors, Postsecondary Education, Predictor Variables, School Business Relationship, \*Small Businesses, Training Methods, \*Vocational Education, Work Environment

Identifiers—\*Australia, \*Learning Organizations

The factors influencing active learning in small enterprises were examined. Data from earlier Australian studies were examined in an attempt to provide a framework that might inform the relationship between educational systems and small enterprises. Special attention was paid to a 1988 study of systematic differences between small businesses that affect their emphasis on learning. The proposed framework includes eight factors that motivate enterprises and their staffs to seek new or further learning and six factors shaping the kind of learning that is valued or required. The learning motivators were as follows: (1) new employees; (2) critical incidents; (3) knowledge-intensive or skill-intensive products or services; (4) rapid changes in the knowledge/skill underpinning the industry sector; (5) operations involving danger or liability; (6) learning orientatedness of partners and allies; (7) changes in the political, legal, or cultural context of the enterprise; and (6) scope to develop/acquire new knowledge. The factors identified as structuring learning in small enterprises were as follows: (1) scope to share knowledge within the organization; (2) the quantity and characteristics of the knowledge used by the enterprise; (3) employees' educational level; (4) the availability of learning programs; (4) the learning infrastructure available to the enterprise; and (6) owner/manager attitudes. (Contains 10 references.) (MN)

ED 454 438 CE 081 957

McIntyre, John

**Working Knowledge and Work-Based Learning: Research Implications. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00.16

Pub Date—2000-12-00

Note—11p.: Paper presented at the Working Knowledge: Productive Learning at Work International Conference (Sydney, Australia, December 10-13, 2000). For full proceedings from the Working Knowledge conference, see ED 451 388.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/0016%20WorkKnow.pdf>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adult Learning, Colleges, Comparative Analysis, \*Education Work Relationship, Educational Environment, \*Educational Research, Employee Attitudes, Foreign Countries, \*Learning Processes, Organizational Climate, Organizational Development, Postsecondary Education, \*Research Methodology, Research Needs, Secondary Education, Theory Practice Relation-

ship, Universities, \*Vocational Education, Work Environment  
Identifiers—\*Australia, Impact Studies, Knowledge Development, \*Learning Organizations, Work Based Learning

The research implications of the concepts of working knowledge and work-based learning were examined. A research agenda for work-based learning arising from the analysis of "working knowledge" was presented. The agenda listed questions pertaining to the following areas: (1) the conditions bringing about work-based learning; (2) the nature of working knowledge; (3) knowledge formation and learning at work; (4) academic institutions and their knowledge codes; (5) contemporary knowledge formation; and (6) working identity. The impact of the "embeddedness" of learning in the workplace on attempts to research how knowledge is produced in workplaces was discussed, focusing on the following items: (1) what employees deem to be learning practices and how they understand these practices by their various conceptions of learning; (2) the work relationships and social learning that occur among employees and their influence on formation and modification of worksites' learning practices; and (3) the organizational culture that provides a context for learning. The following factors conditioning a learning culture were explored in an analysis of the problem of researching how an organizational "learning culture" is produced in enterprises: environments pressing the organization to change; organizational systems promoting learning; and practices securing employee commitment. (Contains 18 references.) (MN)

ED 454 439 CE 081 958

Schofield, Kaye Walsh, Anne Melville, Bernice

**Online Learning and the New VET Practitioner. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00.21

Pub Date—2000-00-00

Note—21p.: Report from research project undertaken during the year 2000 as a collaborative research effort between the Research Centre for Vocational Education and Training (RCVET) at the University of Technology Sydney, the Adelaide Institute of TAFE and TAFE SA.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/WP0021Schof.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Computer Attitudes, \*Computer Uses in Education, Distance Education, Educational Change, Foreign Countries, Internet, Interviews, \*Knowledge Level, Learning Processes, \*Online Systems, Postsecondary Education, Professional Development, Teacher Attitudes, Teacher Characteristics, Teacher Education, Teacher Improvement, Teacher Participation, Teacher Qualifications, Teacher Response, Teacher Role, Teacher Surveys, Teacher Workshops, \*Teaching Experience, Vocational Education, \*Vocational Education Teachers

Identifiers—\*Australia (South Australia), TAFE (Australia), \*Teacher Knowledge

Eighteen VET practitioners considered to be at the leading edge of online education in technical and further education in South Australia were interviewed to determine the extent of their knowledge about and experiences of online learning and teaching. Data were gathered through a survey, structured interviews, online research events, and two face-to-face workshops. Responses indicated that, despite a VET policy environment keen to accelerate the take-up of online learning, online teaching and learning remains a very new area of human endeavor and a new area for VET policy and practice. The practitioners were actively involved in constructing knowledge about online learning. However, they were not yet systematically or consciously reflecting on the inferences to be drawn

from their individual and collective experiences. Although the practitioners were excited and challenged by their online activities, they were also frustrated and pressured by lack of time, infrastructure, and resources. The practitioners' four main sources of professional learning about online teaching and learning were as follows: learning by doing; learning through work colleagues and teamwork; learning through communities of practice; and learning through formal off-the-job professional development. Organizational culture, policies, and structures played a big role in the VET practitioners' adoption and implementation of online VET. (MN)

ED 454 440 CE 081 959

Schofield, Kaye Walsh, Anne Melville, Bernice

**Online Learning and the New VET Practitioner: Implications for the Organisation of Their Work. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00.22

Pub Date—2001-04-00

Note—23p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/work-ing%20papers/0022Schofield.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Computer Attitudes, Computer Uses in Education, Delivery Systems, Distance Education, \*Educational Change, Educational Technology, Employment Practices, Foreign Countries, Job Development, Job Satisfaction, Labor Force Development, Needs Assessment, \*Online Systems, Organizational Climate, Organizational Development, Postsecondary Education, Secondary Education, \*Teacher Attitudes, Teacher Behavior, \*Teacher Role, Teacher Surveys, Teaching (Occupation), Vocational Education, \*Vocational Education Teachers, Work Attitudes, \*Work Environment

Identifiers—\*Australia (South Australia), Learning Organizations, TAFE (Australia)

The attitudes and experiences of 18 vocational education and training (VET) practitioners considered to be at the leading edge of online education in technical and further education (TAFE) in South Australia were examined to determine how leading-edge VET practitioners engaged in designing, developing, and facilitating online learning understand their changing roles and professional practice. The practitioners' responses reinforced the fact that online learning is a new frontier pedagogically, technologically, and organizationally. The new tasks of designing, developing, and facilitating online learning both required and stimulated new forms of work organization for VET practitioners. The practitioners generally considered this work a positive experience and credited it with increasing their job satisfaction. However, they also cited negative effects of the introduction of online instruction that call into question the long-term sustainability of online work as it is currently organized. It was concluded that the quality and extent of online education will inevitably be constrained unless the human resource management of training organizations addresses the organization of online work more explicitly. Issues that must be addressed include better job design to accommodate the working conditions associated with online work and institution of sophisticated strategies for building and sustaining work and knowledge networks. (Contains 24 references.) (MN)

ED 454 441 CE 081 960

Schofield, Kaye Dryen, Robyn Walsh, Anne Melville, Bernice

**Online Learning and the New VET Practitioner: Project Data and Methodology. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and



Training.  
Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00-23

Pub Date—2001-04-00

Note—20p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0023Schofield.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Computer Attitudes, Computer Literacy, Computer Uses in Education, Delivery Systems, Distance Education, Educational Attitudes, Educational Research, \*Educational Technology, Foreign Countries, Inservice Teacher Education, Mentors, \*Online Systems, Postsecondary Education, Professional Development, Research Methodology, Research Utilization, Secondary Education, \*Teacher Attitudes, \*Teaching Methods, Technical Education, Vocational Education, \*Vocational Education Teachers

Identifiers—\*Australia

A research project was conducted in Australia to assess the use of and attitudes toward online learning by vocational and technical education (VET) researchers. Information was gathered from 18 (13 women and 5 men, aged between 30 and 58) participant-researchers through a workshop in Adelaide, completion of a participant profile, a structured e-mail survey, a structured telephone interview, four online focus group events, and a second workshop to discuss the working paper. The research study found that, on average, the team had 3.4 years involvement in online learning and were involved in a variety of ways. Twelve of the team were involved in the professional development or mentoring of other staff in online technologies; 9 were involved in the development of online modules and training packages; 8 were involved in online delivery; and 3 were involved in LearnScope projects. Multiple roles in online learning were the norm. Most of the subjects learned about online learning matters through colleagues with online learning expertise or discipline expertise, while a significant number learned through formal professional development programs. Six of the respondents thought all teachers could become effective facilitators of online learning, 8 did not think so, and 4 were unsure. Only 3 respondents thought that all students could learn effectively through online activities, 10 respondents did not, and 4 were unsure. Having computer skills was the most common attribute mentioned for students to learn online. Benefits of online learning were considered to be meeting the individual needs of students and promoting access to VET for disadvantaged learners. (Contains 10 tables.) (KC)

ED 454 442 CE 081 961

McIntyre, John

Applying SEIFA Disadvantage Indexes to VET Participation. Working Paper.

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00-31

Pub Date—2000-00-00

Note—13p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0031McSEIF.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*Access to Education, Disadvantaged, \*Disadvantaged Environment, Educationally Disadvantaged, Geographic Regions, Postsecondary Education, \*Research Methodology, Research Problems, Secondary Education, \*Socioeconomic Status, Student Characteristics, \*Student Participation, Student Recruitment, Technical Education, \*Vocational Education

Identifiers—\*Australia

Indexes of socioeconomic status (SES) are widely used in school and higher education because of the known relationship of low educational partic-

ipation and achievement by socioeconomically disadvantaged groups. Because an index of SES can predict which areas and social groups need to be "targeted" to improve educational participation, this methodology assumes that disadvantage is concentrated in particular localities. Some analysis of "area" disadvantage is an essential step in determining what policies can be effective in countering the effects of socioeconomic disadvantage on post-school participation, especially vocational and technical (VET) education. However, SES is one among several useful dimensions, including the characteristics of "equity groups" and the particular strategies that are known to be effective in addressing VET needs. An approach can be taken where SEIFA indexes (Socio-Economic Indexes for Areas) are used to identify those localities in Australia where large areas of disadvantaged people live. The rationale for using such indexes springs not only from their widespread use in public policy but from the evident need to address the conceptual weakness of equity policy in the VET system. The SEIFA indexes predict areas with low achievement in education generally, but these areas are those with higher levels of VET participation and achievement. Economic factors may be more useful than educational and occupational measures to identify these potential VET clients. Further research will summarize an analysis of the application of SEIFA indexes to VET participation in disadvantaged urban regions. (Contains 15 references and 2 tables.) (KC)

ED 454 443 CE 081 962

McIntyre, John

Urban Disadvantage and VET Participation and Achievement. Working Paper.

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00-32

Pub Date—2000-00-00

Note—19p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0032McSEIF.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Access to Education, Adult Basic Education, Adult Education, Continuing Education, \*Disadvantaged, Disadvantaged Environment, Equal Education, Foreign Countries, Outcomes of Education, Postsecondary Education, Research Methodology, \*Socioeconomic Influences, \*Student Characteristics, \*Student Participation, Student Recruitment, Technical Education, Urban Areas, Urban Education, \*Vocational Education

Identifiers—\*Australia (Melbourne), \*Australia (Sydney)

A study examined the profiles of vocational education and training (VET) clients in disadvantaged areas of Sydney and Melbourne, Australia, building on earlier analysis of VET participation in those cities. The study examined the characteristics of VET clients coming from postal codes identified as disadvantaged to determine, if possible, to what extent high levels of participation are accompanied by comparable achievement, judged by appropriate measures such as level of course and module outcomes. Information was gathered from earlier studies and by mapping VET client data for postal codes in Sydney and Melbourne. The study confirmed earlier findings that the most disadvantaged areas of both cities have the highest numbers of TAFE (Technical and Further Education) participants. The relationship between disadvantage and participation is apparent mainly at the extremes of the most disadvantaged and most advantaged postal codes. A different map could be created by mapping another criterion of disadvantage, such as economic resource, because some lower income people have higher education levels. The study supports the contention that VET policy should give greater attention to addressing equity issues in disadvantaged urban regions because this is where large numbers

of people do participate in VET. (Contains 16 references, 6 tables, and 5 figures.) (KC)

ED 454 444 CE 081 963

Johnston, Robyn

The Learning Practitioner in Organisations: Challenges in Researching a Changing Role. Working Paper.

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00-42

Pub Date—2000-00-00

Note—15p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/WP0042Johnston.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Educators, Educational Attitudes, \*Emerging Occupations, Foreign Countries, Informal Education, Knowledge Base for Teaching, Labor Force Development, Learning Theories, \*Nonformal Education, \*On the Job Training, Organizational Development, Postsecondary Education, Professional Recognition, Research Methodology, \*Research Problems, \*Teacher Role, Theory Practice Relationship, \*Trainers, Training Methods, Training Objectives

Identifiers—\*Australia, Human Resources Professionals, Learning Organizations, Work Based Learning

A study examined challenges associated with investigating the role and occupational identity of learning practitioners who operate within the organizational as opposed to the educational institution context. These challenges include the following: (1) naming this group of organizational practitioners; (2) distribution of learning responsibilities; (3) diversity of theoretical bases for practice; (4) diverse models of organizational practice; (5) reported shifts in prerequisite competences of practice; and (6) new understanding of learning. The study shows that a new type of learning practitioner is emerging in organizational context. Research challenges arising at least in part from the shifting nature of this comparatively unregulated field of practice exist and need to be addressed. Such research could be seen as contributing a better understanding of the learning that is occurring in organizations and in institutions contributing to work force capability building as a basis for the ongoing development of professionals who work in this area. (Contains 33 references.) (KC)

ED 454 445 CE 081 964

Pithers, Bob

Field Dependence-Field Independence and Vocational Teachers. Working Paper.

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00-51

Pub Date—2000-12-00

Note—11p.; Paper presented at the Annual International Post-Compulsory Education and Training Conference (8th, Gold Coast, Queensland, Australia, December 3-5, 2000).

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/WP0051Pithers.pdf>.

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, \*Field Dependence Independence, Foreign Countries, \*Learning Processes, Locus of Control, Perception Tests, Personality Measures, \*Personality Traits, Postsecondary Education, Student Characteristics, \*Teacher Characteristics, \*Teacher

Student Relationship, Teaching Methods, \*Vocational Education Teachers  
Identifiers—\*Australia, Group Embedded Figures Test

A study used the standardized Group Embedded Figures Test to assess field dependence-field independence among groups of vocational education teachers of varied ages and teaching backgrounds. The sample consisted of 170 volunteers who were vocational education teachers and trainers in the process of completing the requirements for either a diploma or a bachelor's degree at a university in Australia. Overall, it was found that the sample was "moderately" field independent. There was a significant between-group course effect but none attributable either to gender or to stage of course. Earlier research has shown that more field-independent teachers as compared to more field-dependent teachers tend to do or be the following: (1) perceive objects as separate from their fields; (2) more easily abstract an item from the field and solve new problems presented and organized in different contexts; (3) be less dependent on authority and depend more on their own values and standards; (4) be oriented towards "active striving"; (5) appear more distant and aloof; (6) be more socially detached but have deeper analytical skills; and (7) prefer occupations where they can work alone. The study determined that a degree of field independence is an important consideration in vocational learning because people who are more analytic appear to be able to more effectively use their differentiation and analytical skills in problem solving. The study posits that while in the short term there is a positive benefit of a match between teacher and learner field dependence-field independence, learning styles may be able to be modified. Therefore, it may be more advantageous to learners to experience both field-dependent and field-independent teachers and thereby learn to become more flexible in their learning approaches. (Contains 20 references.) (KC)

ED 454 446 CE 081 965

Pithers, Bob

**The Importance of Facilitating Critical Reasoning in the New Millennium: Some New Evidence. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00.52

Pub Date—2000-07-00

Note—8p.; Paper presented at the Annual International Teaching and Learning Conference (25th, Frankfurt, Germany, July 2000).

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/WP0052Pithers.pdf>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Adult Educators, \*Critical Thinking, Developed Nations, Educational Research, Foreign Countries, \*Higher Education, \*Teacher Effectiveness, Test Norms, Test Results, \*Thinking Skills, Vocational Education Teachers

Identifiers—\*Australia

A study investigated the critical reasoning skills of a group of 111 Australian adult tertiary students who were practicing adult vocational and further education teachers and trainers, using the recently developed Critical Reasoning Test (CRT). It examined some variables that might be expected to affect critical reasoning scores. These tertiary teachers' mean CRT score was found to be only at or below the "average" levels of other professional, non-teacher normative samples. No significant between-group CRT mean differences were found for these students' year of course, graduate/non-graduate status, age, or gender. In conclusion, the effective teaching-learning of the skills and dispositions underlying critical reasoning does not appear to be progressing well in at least some areas of tertiary education. Such evidence suggested that more attention should be given to facilitating this impor-

tant area of student learning in universities in the new millennium. (YLB)

ED 454 447 CE 081 966

Scanlon, Lesley

**Student Experiences of Generic Competency Learning: A Case of Practitioner Research. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-01-01

Pub Date—2001-03-00

Note—11p.; Paper presented at the National Conference of the Australian Vocational Education and Training Research Association (AVETRA) (4th, Adelaide, South Australia, March 28-30, 2001).

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0101Scanlon.pdf>.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, \*Competency Based Education, Developed Nations, \*Educational Change, Educational Research, Foreign Countries, Models, Postsecondary Education, \*Research Methodology, \*Student Experience, \*Teacher Researchers, \*Teacher Role, Theory Practice Relationship, Vocational Education

Identifiers—\*Australia (New South Wales), Symbolic Interactionism

The implementation of an educational reform and the subsequent reconfiguration of curricula in a competency format prompted research into the learning experiences of students within a newly reconfigured competency-based curriculum. The curriculum was the technical and further education (TAFE) New South Wales (NSW) Tertiary Preparation Certificate III, first implemented in 1983 as a transition course to further education for adults. Adoption of the particular research perspective for the practitioner researcher in this case was dependent on factors that included nature and purpose of the research; experiences of the researcher within their practice; practitioner's conceptualization of being in the world; and pragmatic considerations, such as time and access. Consideration of these factors led the practitioner researcher to adopt an eclectic Symbolic Interactionist theoretical framework along with its methodology of participant observation. A model of practitioner research was proposed as a way of conceptualizing the conflicting yet complementary roles of teacher and researcher. Key characteristics of the three roles of teacher, course coordinator, and researcher were established, and a graphic representation was developed of these characteristics and the types of interaction and skills involved in each. (Contains 31 references.) (YLB)

ED 454 448 CE 081 968

Johnston, Robyn Chappell, Clive

**Constructing a Picture of the Organisational Training and Development Professional. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-01.41

Pub Date—2000-00-00

Note—15p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/0141JohnstonChappell.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Education, Developed Nations, Educational Research, \*Emerging Occupations, Foreign Countries, Higher Education, Human Resources, \*Job Skills, Job Training, \*Labor Force Development, Occupational Information, Organizational Objectives, Postsecondary Education, Professional Occupations,

Professional Recognition, Teacher Qualifications, \*Trainers, \*Vocational Education

Identifiers—Australia, \*Human Resources Professionals, \*Organizational Training

A survey was designed to assist in constructing a picture of new vocational education and training professionals working in organizational settings in Australia. They were practitioners whose positional titles included training and development (T&D), human resource development, or human resource practitioners who work within organizational settings or as consultants to organizations. The subscriber data base for "Managing T&D" was used as a research sample. Of 1,200 surveys circulated throughout Australia, 197 usable responses were received. Results indicated respondents perceived that training is increasingly being afforded a high priority in Australian workplaces; 80 percent worked in organizations that employed T&D staff; the naming or labeling of the profession as practiced in organizations is not consistent and could be seen as an indicator that this is still an evolving field of practice in organizations; the lack of requirement by organizations of a constant or specialist qualification of its practitioners could also be seen as supporting the claim the field is still evolving; there was considerable consistency in the nominated current skill requirements for practitioners and in perceptions about current areas of high importance to organizations and predictions about future areas that would be of high importance to organizations; and there was a relatively commonly held sense of the purpose of this field of professional practice. (YLB)

ED 454 449 CE 081 969

Chappell, Clive

**Work Based Learning and Vocational Education and Training Practitioners. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-99.03

Pub Date—1999-00-00

Note—13p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/9903Chap.pdf>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Developed Nations, Discourse Communities, \*Educational Change, Educational Principles, Foreign Countries, Job Skills, \*Job Training, Labor Force Development, Partnerships in Education, \*Postsecondary Education, \*Teacher Role, Theory Practice Relationship, Trainers, \*Vocational Education, \*Work Experience Programs

Identifiers—Australia, \*Work Based Learning

Work-based learning (WBL) is one response of education and training institutions to criticisms they have failed to adapt to changing economic times and the changing nature of work. Formal educational institutions are challenged by the perception that they are inadequate to the task of preparing the present and future work force with the necessary knowledge, skills, and dispositions required in post-industrial workplaces; discourses focusing on learning that occurs outside formal educational institutions; and discourses problematizing what counts as knowledge in contemporary society. Potential impact of WBL can be explored by focusing on technical and further education (TAFE) in Australia. TAFE should be a natural home for WBL because it claims an explicit and direct connection with the world of work, but its teachers face an intensifying dilemma in their educational practices, due to their location in an educational institution rather than the workplace and by curriculum practices grounded by notions of content stability, compartmentalization, occupational continuity, and universally applicable outcomes. Differences that distinguish WBL from current vocational education and training (VET) practices relate to the individualization of the learning program and to the multiple sets of relationships that are created between the

participating organization, learners, provider, and VET practitioner. (Contains 34 references.) (YLB)

**ED 454 450** CE 081 970

Chappell, Clive

**Issues of Teacher Identity in a Restructuring VET [Vocational Education and Training] System. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-99.31

Pub Date—1999-00-00

Note—14p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/9931Chap.pdf>.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Developed Nations, \*Discourse Communities, \*Educational Change, Foreign Countries, \*Identification (Psychology), Postsecondary Education, Self Concept, \*Teacher Role, \*Teaching (Occupation), \*Vocational Education Teachers

Identifiers—Australia, \*TAFE (Australia)

Much recent debate has suggested Australia's technical and further education (TAFE) teachers not only need new knowledge and skills but need to perform their professional practices in new ways and in new contexts. What this debate has failed to recognize is that these change discourses are in effect constructing new professional identities for teachers, which interact and compete with the traditional discourses that once provided TAFE teachers with a distinct and separate educational identity. Any explanation concerning the construction of TAFE teachers' identities must look to both the historical and contemporary discourses that all circulate within the institutional life of the organization and must indicate how these discourses work to construct TAFE teachers as particular types of teachers. Three dominant institutional discourses within the institution of TAFE have shaped the formation of TAFE teachers' identities: industrial skill development, liberal education, and public service. The discourses of new vocationalism and economic rationalism have now joined the discourses of industrial skill development, liberal education, and public service in constructing the institutional practices of TAFE and its teachers. The failure of these discourses to make headway in changing TAFE teachers' understanding of who they are in VET can be accounted for because they leave little room for ambiguity and contradiction. (Contains 32 references.) (YLB)

**ED 454 451** CE 081 971

Chappell, Clive

**The New VET Professional: Culture, Roles & Competence. Working Paper.**

Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.

Spons Agency—Australian National Training Authority, Melbourne.

Report No.—RCVET-WP-00.41

Pub Date—2000-00-00

Note—13p.

Available from—For full text: <http://www.uts.edu.au/fac/edu/rcvet/working%20papers/WP0041Chap.pdf>.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Cognitive Structures, Developed Nations, \*Educational Change, Educational Trends, Emerging Occupations, \*Employment Patterns, Foreign Countries, Human Resources, \*Job Skills, Job Training, \*Labor Force Development, Occupational Information, Part Time Faculty, Postsecondary Education, Pro-

fessional Occupations, \*Teacher Role, Teaching Skills, Trainers, \*Vocational Education Identifiers—Australia, Human Resources Professionals, Organizational Training

The vocational education and training (VET) profession in Australia is confronted with a radical reconstruction, not only in terms of the new work VET professionals are expected to perform but also in terms of the new culture and professional roles that have emerged out of the diversifying sites of professional practice. Reasons for the shift in the conceptualization of professional work in VET must include the changes brought about by over a decade of training reform and the establishment of a competitive market in VET provision. The VET market is characterized by an increasing variety of providers. The VET sector is exhibiting quite radically changed employment patterns, particularly non-standard employment. Today, VET delivery increasingly relies on casual and part-time staff. The changes reflect quite fundamental shifts in the way knowledge, learning, skills, and work are conceptualized in contemporary societies. A future is predicted in which the VET professional is either a VET consultant working across a number of VET sites or a learning manager employed to manage learning activities of large VET providers. The new VET professional must in some senses not only be capable of spanning the cultural divide that distinguishes the world of work from the world of education but also that which distinguishes the world of private enterprise from the world of public service. (Contains 16 references.) (YLB)

**ED 454 452** CE 081 974

Scheeren, Jo

**Fundamental Factors of Influence on the Literacy Performance of Older Adults and Their Functioning in Society.**

Pub Date—2001-02-01

Note—15p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Adult Education, \*Adult Literacy, \*Age Differences, Coping, Developed Nations, Educational Attainment, Educational Research, Foreign Countries, \*Influences, Literacy Education, Multiple Regression Analysis, \*Older Adults, Participation, Self Concept, Sex Differences

Identifiers—International Adult Literacy Survey, \*Netherlands

Within the framework of the International Adult Literacy Survey (IALS), a collaborative effort was made by a large number of industrialized countries to get insight into the level of literacy of their adult populations. In the Netherlands, older adults (918 out of 3,090 respondents) were over sampled to get insight into their specific literacy skills; 40 in-depth interviews were conducted with older adults who participated in the main assessment. Findings indicated the scores of adults over 50 were significantly lower on all scales than those of adults under 50. Nearly 60 percent of the older adults had scores at level 1 or 2, the more problematic levels of literacy skills. Differences could be explained to a large extent to differences in level of education but multiple regression analysis revealed that gender, age, and participation in adult education also significantly influenced literacy performance. In addition to the common background variables, other factors that influenced literacy performance were literacy practices, self-concept, and coping behavior. Further analysis on the relation between educational attainment, literacy performance, and age gave rise to some reflections on the performances of next generations of older adults in the near future. (YLB)

## CG

**ED 454 453** CG 030 338

Mueller, Daniel P. Hosley, Cheryl A. Heiserman, Mary S.

**Blending Research and Practice: A 10-Year Evaluation of a Community-Based Child Guidance Clinic.**

Wilder Research Center, St. Paul, MN.

Pub Date—1999-06-00

Note—33p.; Paper presented at the Child Welfare League of America National Conference on Research in Child Welfare (Seattle, WA, June 21-24, 1999).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Behavior Patterns, \*Children, \*Community Health Services, Health Maintenance Organizations, Medical Services, Mental Health, \*Mental Health Clinics, One Parent Family, \*Program Evaluation, Stress Variables, Trend Analysis

Identifiers—Minnesota (Saint Paul)

This document discusses a project designed to assess trends in service data and the effectiveness of the services provided over a 10-year period. It begins by describing the services provided by the Wilder Foundation Child Guidance Clinic, an outpatient mental health center serving children and families in the Saint Paul, Minnesota area. A number of trends emerged about the families served by the clinic. There was a notable increase in the percentage of families headed by single parents, and in the percentage experiencing chronic economic distress and frequent changes in residence. There were dramatic increases in the aggressive nature of clients, including the frequency of assaultive and threatening behaviors. An examination of service trends indicated a dramatic decline in the amount of services received by clients. The clinic staff attributed this decline to the growth of managed care, a decrease in the amount of group therapy provided by the clinic, and an increase in family mobility. A summary is provided of parental ratings of satisfaction with clinical services. The final topic concerns the challenges faced when designing and carrying out the evaluation of the Child Guidance Clinic and the difficulties encountered in reaching families for a follow-up. (Contains 15 references and 44 figures.) (JDM)

**ED 454 454** CG 030 874

McCullagh, James G., Ed.

**Journal of School Social Work, 2000-2001.**

Iowa School Social Workers' Association, Cedar Falls.

Report No.—ISSN-1534-7273

Pub Date—2001-00-00

Note—211p.; Published twice per year.

Available from—Journal of School Social Work, University of Northern Iowa, Dept. of Social Work, Sabin 36, Cedar Falls, IA 50614-0405 (\$12).

Journal Cit—Journal of School Social Work; v11 n1-2 Fall-Spr 2000-2001

Pub Type—Collected Works - Serials (022)

**EDRS Price — MF01/PC09 Plus Postage.**

Descriptors—Behavior Problems, Elementary Secondary Education, Emotional Problems, Peer Relationship, Personal Narratives, \*Professional Associations, \*Professional Development, Puppetry, \*School Counseling, \*School Social Workers, Sexual Harassment, Social Work, Student Placement

Identifiers—Iowa

This journal is committed to publishing articles that reflect the diversity of the practice of school social workers. It offers a way for leaders to reflect on their careers in school social work and record information on the growth and development of the field for future generations. The first issue's section on "Leaders in School Social Work" contains the following articles: "Reflections on an Unfinished, Professional Journey (Robert Constable); Looking over my Shoulder (Marion Huxtable); and "Reflections on School Social Work: Accomplishments and Challenges for the Future" (James P. Clark). Other articles in this issue include: "Educational Placement for Children with Behavioral and/or Emotional Disorders: Overlooked Variables Contributing to Placements in Restrictive Settings" (Andy Frey), and "Joining the 'In Crowd': The Social Interaction and Peer Relations of Preadolescent Youth" (Juanita B. Hepler). Articles in the "Leaders in School Social Work" section in the sec-



ond issue include: "Becoming a School Social Worker: The Concept of Equi-Finality" (Renee Shai Levine); "Intervention to Prevention: An Evolutionary Process" (I. Lorraine Davis); and "Reflections on 25 Years as a School Social Worker: Joys and Lessons from the Long Haul" (Ronda Parks Armstrong). Other articles include "Sexual Minority Students and Peer Sexual Harassment in High School" (Susan Fineran); "Educational Placement for Children with Emotional or Behavioral Disorders: Past, Present, and Future" (Andy Frey); and "Puppets and Peers in School Social Work" (Michelle A. Romano). (Contains over 250 references.) (JDM)

**ED 454 455** CG 030 952

Withers, Graeme Russell, Jean

**Educating for Resilience: Prevention and Intervention Strategies for Young People at Risk.**

Australian Council for Educational Research, Melbourne.

Report No.—ISBN-0-86431-354-3

Pub Date—1999-00-00

Note—188p.

Available from—ACER Press, 19 Prospect Hill Rd., Private Bag 55, Camberwell, Melbourne, VIC, 3124 Australia (\$34). Web site: <http://www.acerpress.com.au>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cooperative Planning, Educational Policy, Elementary Secondary Education, \*Family School Relationship, Foreign Countries, High Risk Students, \*Integrated Services, Models, \*Prevention, \*Resilience (Personality), School Community Relationship, Tables (Data)

Identifiers—Australia (Victoria)

This book presents a framework and model for the development of policy and practice in the care, education, and support of young people. It aims to help professionals implement positive programs and strategies to strengthen the environmental protective factors within families, schools, and communities that enhance the resilience of young people. The model is based on a set of 20 principles drawn from current research and practice. It forms a critical reference point and evaluation framework for considering approaches to practice and intervention. Schools provide a focus for the provision of holistic, integrated, and collaborative services. The full-service school concept model is described as a way to provide quality education with a comprehensive approach. Following background information on the policy considerations of the Victorian Department of Education, a description is provided of what it means to be marginalized or at-risk. The report concludes with a discussion of actions needed to devise, plan for, and help communities establish a number of pilot operations of full-service schools. Models are included for the pre-school, primary, and middle school years. (Contains 41 tables and 123 references.) (JDM)

**ED 454 456** CG 030 954

Rowe, Helga A. H.

**Help Yourself Move Out of Depression and Anxiety.**

Australian Council for Educational Research, Victoria.

Report No.—ISBN-0-86431-348-9

Pub Date—2000-00-00

Note—113p.

Available from—ACER Press, 19 Prospect Hill Rd., Private Bag 55, Camberwell, Melbourne, VIC, 3124 Australia (\$30). Web site: <http://www.acerpress.com.au>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Adults, \*Anxiety, Behavior Modification, Case Studies, \*Depression (Psychology), Foreign Countries, Problem Solving, \*Self Esteem, \*Self Help Programs

This book presents a 12-step self-help program to assist people in their quest to move out of depres-

sion and away from anxiety. The program offers daily procedures to complete each of the steps along with self-scoring records to enable participants to track their progress. The sections give an overview of the program's structure by describing what is involved in each step. Case studies help document the process and effectiveness of this approach. Following an introductory chapter, each remaining chapter is dedicated to 1 of the 12 steps. The steps include: (1) replacing negative thoughts with positive thoughts; (2) coping with panic and fears; (3) accepting feelings; (4) using imagination as a problem-solving tool; (5) letting go of anxiety; (6) facing problems; (7) taking action; (8) building self esteem; (9) setting goals; (10) meeting needs; (11) thinking and acting well; and (12) having realistic expectations. Appendix One is "Record Sheets for Self-Monitoring." (JDM)

**ED 454 457** CG 030 964

**Mental Health in Rural America.**

National Rural Health Association, Kansas City, MO.

Pub Date—1999-00-00

Note—9p.

Available from—For full text: <http://www.NRHA rural.org/>

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Community Health Services, Health Care Costs, Medical Services, Mental Disorders, \*Mental Health, Public Policy, \*Rural Areas, Rural Urban Differences, \*Substance Abuse

Identifiers—\*Comorbidity

Recent national data suggests that there is a similarity between the prevalence of clinically defined mental health problems, as well as comorbidity including substance abuse, among rural and urban adult populations. However, due to the lack of a mental health and substance abuse infrastructure in rural areas, many times these disorders go untreated. This issue paper offers the following 10 recommendations for addressing the problems of mental health care in rural America: (1) encourage integrated interdisciplinary approaches combining mental health and addiction treatment; (2) create incentives offsetting states' cost of developing and maintaining current data on the distribution of mental health professionals by gaining access to federal dollars or mental health professionals; (3) increase the availability of interdisciplinary training for rural mental health providers; (4) develop and support training programs integrating mental health providers and primary care practitioners with the mental health system; (5) have contractors monitor the impact of their policies on the effectiveness of mental health services provided to rural beneficiaries; (6) conduct rural mental health programs in a culturally competent manner; (7) provide community based programs that lend support to self help groups, consumer operated services, and consumer roles in policy and governance of mental health services; (8) encourage mental health professions to examine their current training programs and internships; (9) urge federal agencies to support and fund this agenda; (10) encourage federal agencies to add their research on the development and evaluation of mental health outreach services designed to overcome rural barriers to help-seeking. (Contains 22 references.) (ADT)

**ED 454 458** CG 030 990

Habicht, Manuela H.

**Linking Neuroscience and Psychoanalysis.**

Pub Date—2001-06-00

Note—22p.

Pub Type—Information Analyses (070)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Cognitive Processes, \*Counseling Theories, Counselor Training, Dreams, Neurological Impairments, \*Neuropsychology, Psychiatry, Psychotherapy

Identifiers—Neurosciences

This review discusses the relationship between neuroscience and psychoanalysis and introduces a new scientific method called neuro-psychoanalysis, a combination of the two phenomena. A significant difference between the two is that

psychoanalysis has not evolved scientifically since it has not developed objective methods for testing ideas that it had formulated earlier. In contrast, neuroscience includes a range of subsidiary disciplines, each having its own specific methods used to study different aspects of the nervous system. The review specifically discusses the neurodynamics of dreaming and provides evidence that dreams are motivated by certain phenomena. It reviews information on Broca's aphasia to demonstrate that not all brain-injured patients are alike. The review assists in explaining why patients with right-hemisphere lesions who have only access to the intact positive emotions of the left hemisphere often feel inappropriately positive about their condition, whereas depression is much more common in patients who have only access to the negative emotions generated by the intact right hemisphere. It concludes that both sciences can make a contribution to each other, and that the predictive gap between neural and psychoanalysis processes can best be narrowed through the development of a conciliatory framework. (Contains 30 references.) (JDM)

**ED 454 459** CG 030 992

Canady, Linda

**The Anatomy of School Violence.**

Pub Date—2000-02-00

Note—40p.

Contributors are Calvin Blake, Gwendolyn B. Colter, Elaine Eadie, Sheila Evans, Benjamin Gadsden, Madelin Gibson-Guy, Jametice C. Glisson, Sandra Holeman, Costa Lempeis, Karen Mack, Lynette Mitchell, Tina Poltrock, Avis Riley, Rene Ritter, Diane Steinmeyer, Shannon Stephens, James White, Deborah Whitmore, and Ronald Whitmore.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Adolescents, Children, \*Conflict Resolution, \*Discipline, Educational Environment, Elementary Secondary Education, Role, \*School Safety, Social Responsibility, \*Violence

To stop violence, school professionals should apply both reactive and proactive methods. Schools that focus on the psychological and sociological causes of youth violence have greater chances of success. This document presents the different aspects of school violence in order to bring about a better understanding of the violence and in turn construct a more comprehensive program for dealing with it. Included is a discussion of the role the media play in covering school violence. The psychological impact of school violence is considered, as well as the causes of school violence by teens. Intervention programs to prevent violence show more promise than other forms of intercession. Such programs include students leading anti-violence activities and programs, learning and teaching conflict resolution, and teaching anger management skills. Incorporating discussions on violence and its prevention into the subject matter of the classrooms is also a form of intervention. Safe schools can be maintained by creating culturally oriented environments and by establishing drug abuse prevention programs. What is witnessed in the schools is a part of the culture. Schools are microcosms of our society. The community with all its members: government, religions, business, parents, students, and educators, all will have to take some responsibility for the violence. (Contains 76 references.) (ADT)

**ED 454 460** CG 030 993

Jucovy, Linda

**Recruiting Mentors: A Guide to Finding Volunteers To Work with Youth. Technical Assistance Packet #3.**

Public/Private Ventures, Philadelphia, PA.; Northwest Regional Educational Lab., Portland, OR.

Spons Agency—Big Brothers Big Sisters of America, Philadelphia, PA.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—2001-02-00

Contract—1999-JG-FX-K001

Note—46p.

Available from—Northwest Regional Educational Lab., 101 SW Main St., Suite 500, Portland,

OR 97204. Tel: 800-547-6339 (Toll Free); Web site: <http://www.nwrel.org/mentoring>; e-mail: [mentorcenter@nwrel.org](mailto:mentorcenter@nwrel.org).

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adolescents, Children, College Students, Higher Education, Human Services, \*Mentors, Older Adults, Program Development, \*Program Effectiveness, Social Support Groups, Volunteer Training, \*Volunteers

Recruiting mentors is a continuous challenge for most programs. A systematic recruitment plan, carefully developed and implemented, will increase a program's chances for success. Drawing from effective practices used by volunteer-based organizations and research findings about mentoring, the material in this document describes recruitment strategies that programs can adapt to meet their needs. Following a description of the strategies, an outline is provided on key steps in developing and implementing a mentor recruitment plan. Specific sections are devoted to approaches for recruiting from two large groups of potential mentors: college students and older adults. A checklist and worksheets are provided to guide planning. It suggests that a screening process be used to ensure that mentors are safe, suitable, and will follow up with their commitment. It also suggests taking time to evaluate each recruitment strategy. This will provide information on which strategies are effective and which do not yield results. The appendix lists several references and Web sites for additional information. (Contains 35 references.) (JDM)

ED 454 461 CG 031 002

DeStefano, Thomas J. Petersen, Jerry Skwerer, Lory Bickel, Sarah

Key Stakeholder Perceptions of the Role and Functions of College Counseling Centers.

Pub Date—2001-03-00

Note—21p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (Seattle, WA, March 17-21, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Counseling Objectives, \*Counselor Role, Crisis Intervention, Emotional Problems, \*Guidance Centers, \*Higher Education, Mental Health, School Surveys

Counseling centers from 87 four-year colleges and universities completed the College Counseling Center Role and Function Survey (CCRF). This survey is designed to measure agreement and disagreement, and rank 14 functions of a university counseling center in order of importance. Participants were asked to identify their top five responsibilities. The provision of direct personal counseling and crisis intervention services to students was recognized as the most important function. The development of services for students from diverse cultures and racial backgrounds was also perceived as a primary function. Vocational counseling, counseling staff on student retention efforts, and training graduate students in counseling were perceived as having secondary importance. Differences were noted between large and small institutions and their perceived responsibilities. Several limitations of the study were noted including only 54% of the institutions contacted participated in the study. The study found that counseling for developmental and adjustment problems was perceived as more important than counseling for mental health problems. The significance of this is discussed in terms of the implications for counselor practice. (JDM)

ED 454 462 CG 031 006

Bochenek, Michael Brown, A. Widney

Hatred in the Hallways: Violence and Discrimination against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools.

Human Rights Watch, New York, NY.

Report No.—ISBN-1-56432-259-9

Pub Date—2001-05-00

Note—222p.

Available from—Human Rights Watch, 350 Fifth Avenue, 34th Fl., New York, NY 10118-3299.

For full text: <http://www.hrw.org>.

Pub Type—Books (010) — Information Analyses (070)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—\*Adolescents, Bisexuality, Case Studies, \*Civil Liberties, Elementary Secondary Education, Emotional Abuse, \*High Risk Students, \*Homophobia, Homosexuality, Human Services, Lesbianism, \*Sexual Orientation, Social Discrimination, Surveys, Violence

Identifiers—\*Human Rights Reporting, Risk Taking Behavior

This publication discusses documented attacks on the human rights of lesbian, gay, bisexual, and transgender youth who have been subjected to abuse by their peers, and in some cases by their teachers and school administrators. To date, these violations are compounded by the lack of legislation to protect these students from discrimination and violence. Youth (n=140) around the world ages 12 through 21 were interviewed for this report. In addition, 130 youth service providers, teachers, counselors, and parents were surveyed. Throughout the process, evidence of substantial failure of schools and government to protect the rights of these students was apparent, and personal stories are included to document these failures. Following recommendations for state, local, and federal government policies, the student's school experience is presented. The book then discusses coping with harassment and violence, and presents consequences students may experience such as depression, alcohol and drug use, and risky sexual behavior. It reviews the role of teachers, counselors, and administrators in counseling students and stresses the need for effective counselor training. (JDM)

ED 454 463 CG 031 007

Quinn, Peter

Decreasing Inappropriate Social Behavior in Freshman Seminar through the Use of Interpersonal Skills Training.

Pub Date—2001-05-00

Note—47p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Action Research, \*Behavior Modification, \*Behavior Problems, \*High School Freshmen, High Schools, \*Interpersonal Competence, Intervention, Seminars, \*Student Behavior, Student Surveys, Teacher Influence

Identifiers—Social Skills Training, United States (Midwest)

This document discusses an action research project undertaken to decrease inappropriate social behavior that was found to impede normal school day functions during the Freshman Seminar program. The targeted population consisted of ninth grade students in a suburb of a midwestern metropolitan area. A student survey was used to document incidents of disrespect; verbal abuse; inappropriate language; play fighting; name-calling; and teasing. Analysis of the probable cause data revealed that students lacked the skills and knowledge to change inappropriate behaviors. Reviews of probable causes suggested that: unclear behavior expectations; lack of social skills; student disengagement; and traditional discipline methods were reasons why students acted inappropriately. Implementation of several strategies combined with an analysis of the problem setting resulted in an increased curricular emphasis on interpersonal skill development and teacher modeling of appropriate behaviors. Post intervention data revealed a decrease in some of the inappropriate behaviors and in student referrals written for inappropriate behavior. (Contains 31 references.) (JDM)

ED 454 464 CG 031 008

Esposito, Phil Trepanier, Leila J.

Learning's Destiny: A Better Way of Thinking and Feeling.

Pub Date—2001-05-00

Note—50p.; Master of Arts Action Research Project, Saint Xavier University and Skylight

Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Curriculum Enrichment, Elementary Education, \*Emotional Development, Grade 3, Grade 6, \*Intervention, Kindergarten Children, Program Implementation, Role Playing, \*Self Concept, \*Social Development, Teacher Effectiveness, \*Well Being

Identifiers—Illinois (Chicago Metropolitan Area)

This document discusses a project designed to meet the need for increased self awareness and emotional well being of children in a school setting. The targeted population included kindergarten, third grade, and sixth grade students from a suburban middle class community in the Chicago area. Through a review of the literature and observations made in the classroom, the need for increased self awareness and improved emotional well-being among the students was noted. Specific risk factors that helped create these problems were the breakdown of the family unit; the lack of programs in schools that address social and emotional needs; students' poor problem solving skills; and a decline in societal morality. In seeking possible solutions for these risk factors, interventions were developed to help the students. The interventions included group discussion, role playing to develop better problem solving skills, and self awareness activities. Teacher-to-teacher dialogue was also used to increase staff awareness of these issues and to promote social and emotional program implementation. Post intervention data indicated an increase in self awareness and emotional well-being of the targeted sample. Interventions integrated with caring teachers as role models and a positive classroom climate enhanced students' emotional skills. (Contains 29 references and 7 appendixes.) (JDM)

ED 454 465 CG 031 012

Taking a Closer Look at Substance Abuse, Child Sexual Abuse, Domestic Violence.

Louisiana State Office of Public Health, New Orleans. Dept. of Health and Hospitals.

Pub Date—1999-05-00

Note—30p.; Produced with the Capital Area Human Services District, Division of Prevention.

Available from—Louisiana Dept. of Health and Hospitals, Capital Area Human Services District, 4615 Government St., Bldg. 2, Baton Rouge, LA 70806. For full text: [http://www.dhh.state.la.us/pdf/559\\_abuse.pdf](http://www.dhh.state.la.us/pdf/559_abuse.pdf).

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Child Abuse, \*Family Violence, Financial Support, Intervention, Prevention, \*Public Policy, \*Sexual Abuse, Social Indicators, State Programs, \*Substance Abuse

Identifiers—Louisiana

This document discusses a project undertaken as a way to accurately identify, develop prevention strategies for, and treat the underlying causes of some 20 "symptoms" experienced in the communities of Louisiana. The information presented provides a means for diminishing the associated human and financial costs of these symptoms. The three underlying causes identified that have been underestimated, under addressed, and under funded are sexual abuse, substance abuse, and domestic violence. The purpose of this paper is to succinctly provide information to professionals, the public at large, victims, and local policymakers. The information is intended to help professionals and local policymakers take the needed steps to redirect resources and form partnerships to increase intervention and prevention efforts. A definition of the problem; incidence reports; statistics; the impact on society; prevention and treatment; and protection and enforcement are provided for each of the three causes. Wherever possible, Louisiana statistics are presented; national statistics are presented when local data was not available. (Contains 29 references.) (JDM)

ED 454 466 CG 031 013

Jung, Woo Sik

Cultural Influences on Ratings of Behavioral and Emotional Problems, and School Ad-



### justment for Korean, Korean American, and Caucasian American Children.

Pub Date—2000-02-00

Note—24p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (International Association of Asian Studies Section) (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Behavior Rating Scales, Cross Cultural Studies, \*Cultural Differences, Elementary School Students, \*Family Attitudes, Foreign Countries, Group Behavior, Individualism, North American Culture, Personality Measures, Self Evaluation (Individuals)

Identifiers—Behavioral Assessment, California (Los Angeles), Oklahoma, South Korea (Seoul)

This study investigated the effects of child behavioral ratings on the Behavioral Assessment System for Children (BASC) assessed for elementary-age students residing in Oklahoma, Los Angeles, and Seoul, Korea. The students completed the BASC Self Report of Personality (SRP) to examine the differences in the self-report ratings of behavioral adjustment. Significant group effects on the PRS scale generally indicated that Korean and Korean American children tend to be perceived as behaving in a more controlled manner than Caucasian American children. These results are discussed in relation to the notion of the Korean family collectivism versus Western individualism and the conflicts they produce. The results also suggest that the elevated BASC SRP scores may reflect cultural factors rather than psychopathology. (Contains 13 references and 5 tables.) (JDM)

ED 454 467

CG 031 014

Paik, Chie Matsuzawa Michael, William B.

### Psychometric Properties of a Japanese Version of an Academic Self-Concept Scale for College Students.

Pub Date—2000-02-00

Note—32p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (International Association of Asian Studies Section) (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Adjustment (to Environment), \*College Students, \*Cultural Pluralism, Foreign Countries, Higher Education, \*Self Concept Measures, \*Student Adjustment, Student Surveys, Test Reliability, Translation

Identifiers—\*Dimensions of Self Concept, Japan (Tokyo)

This paper reports on a study to investigate the psychometric properties of the Japanese version of the academic self-concept scale of the Dimensions of Self Concept (DOSC). The original version was designed to assess the six dimensions of academic self-concept levels of aspiration; anxiety; academic interest and satisfaction; leadership and initiative; identification versus alienation; and stress. College students (N=158) attending a private university in Tokyo participated in the study. Analysis suggests that the Japanese version of the DOSC Scale Form H is a multidimensional scale measuring the six hypothesized constructs of academic self concept. As colleges and universities accept students from other countries, students will begin to assimilate to a new culture. Educators need to be aware of how assimilation can lead to a change in how students appraise themselves. The DOSC Scale Form H can serve as a useful tool to help understand student attrition. (Contains 32 references and 3 tables.) (JDM)

ED 454 468

CG 031 015

Linstrom, Karen Sue

### A Licensed Professional Counselor's Professional and Personal Insights and Changes

### Resulting from a University Course on Cultural Diversity.

Pub Date—2000-02-00

Note—13p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Counselor Attitudes, \*Counselor Training, \*Cross Cultural Training, \*Ethnic Discrimination, Graduate Study, Higher Education, \*Multicultural Education, Personal Narratives, Racial Bias

A personal account is given about counseling people of color in light of the fact that training and information about multicultural counseling was not part of counselor education programs 20 years ago. Recent attendance at a graduate level course on cultural diversity prompted this counselor to consider many issues. The concept of historical hostility and the neglect of a client's history are discussed. A review is provided of historical research on the distorted development and use of various testing instruments based upon the assumption of a counselor's unexamined biases. The phenomenon of White privilege, particularly White male privilege, is highlighted. The account concludes with a discussion of the terms culture, ethnicity, and race. Questions concerning the future use of the word, "race," are considered. (JDM)

ED 454 469

CG 031 018

Chae, Mark H.

### Gender and Ethnic Identity Development among College Students from Four Ethnic Groups.

Pub Date—2000-08-00

Note—25p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian American Students, Black Students, \*Cultural Background, \*Cultural Differences, Ethnic Groups, Ethnicity, Family Attitudes, Higher Education, Hispanic American Students, \*Identification (Psychology), \*Personality Measures, \*Self Concept, Sex Differences, Sexual Identity, Student Surveys, White Students

Identifiers—\*Extended Objective Measure of Ego Identity Status, \*Multigroup Ethnic Identity Measure

The Multigroup Ethnic Identity Measure (MEIM) and the Extended Objective Measure of Ego Identity Status (EOM-EIS) were administered to 150 male and female college students from four ethnic groups (African American; Asian American; Hispanic American; White American) to assess the influence of gender and ethnic group membership upon ego and ethnic identity formation. The results revealed striking differences among ethnic group members in the way that they identified with their ethnicity and cultural heritage. Most notable was that African Americans scored highest in ethnic identity compared to other groups except Latino Americans. These results suggest that the values of family interdependence and collectivism, which characterize traditional Latino and African American values, may discourage ego identity exploration and foster an attitude of acceptance and commitment to cultural traditions. In light of the fact that Asian Americans scored the lowest on ethnic identity, it suggests that more research is needed in examining ethnic identity with Asian concepts of self. This study also found that female participants scored significantly higher in ethnic identity than their male counterparts. Additional analysis revealed that the ego identity status, foreclosure, was a significant predictor of ethnic identity. (Contains 41 references.) (JDM)

ED 454 470

CG 031 020

Littleton, Roosevelt, Jr.

### The Impact of Developmental Education: Myths and Misconceptions.

Pub Date—2000-00-00

Note—24p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, \*College Preparation, College Students, \*Developmentally Appropriate Practices, Higher Education, \*Learning Problems, \*Learning Theories, \*Student Needs

This document provides an examination of criticism directed towards developmental education. Ten common myths regarding the impact and effectiveness of developmental education are addressed and refuted. Some of the myths reviewed include the history of developmental education; theory-based developmental education programs; faculty training; profiles of developmental students; non-academic experiences; developmental program cost efficiency; and centralized versus decentralized developmental education programs. The review indicates that despite increasing criticism, developmental education programs remain a cost-efficient approach to educating underprepared college students. (Contains 46 references.) (JDM)

ED 454 471

CG 031 021

Sidey, Maree

### Creating New Choices: A Violence Prevention Project for Schools in Australia. Innodata Monographs 9. Educational Innovations in Action.

International Bureau of Education, Geneva (Switzerland).

Pub Date—2001-00-00

Note—54p.; Assisted by Theresa Lynch.

Available from—International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland. Web site: <http://www.ibe.unesco.org>.

Pub Type—Reports - Descriptive (141)

#### EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comprehensive School Health Education, Elementary Secondary Education, Foreign Countries, Health Promotion, Program Development, Program Effectiveness, Program Evaluation, School Community Relationship, School Culture, \*School Safety, \*Violence

Identifiers—\*Australia, \*Risk Reduction

This booklet describes Creating New Choices, a violence prevention project begun in Victoria, Australia, in 1994. It is designed to integrate violence prevention tools into the educational arena. The program is based on a critical examination of the whole school culture, with the goal of creating a socially just environment for all members of the school community. The program is intended to develop intensive, long-term relationships with two or three schools at any one time, using a community development approach and helping them address issues related to violence as it impacts the school community. This booklet introduces the project, offers a rationale and objectives, and describes the origins of Creating New Choices. It then describes the program planning, design, and assessment; examines difficulties in planning and implementing the innovation; and describes the program's evaluation. It examines the impact of Creating New Choices (school-agency relationships, relationships within school communities, creating a nonviolent culture, and lessons learned), and concludes that the project has been successful because of its development of true partnerships, noting that it is limited only by resource constraints. Two appendices define violence and present case examples. (Contains 39 references.) (SM)

ED 454 472

CG 031 022

Golub, Andrew Johnson, Bruce D.

### The Rise of Marijuana as the Drug of Choice among Youthful Adult Arrestees. Research in Brief.

Department of Justice, Washington, DC. Nation-

al Inst. of Justice.  
Report No.—NCJ-187490  
Pub Date—2001-06-00  
Contract—99-IF-XC0020  
Note—21p.  
Available from—For full text: <http://www.ojp.usdoj.gov/nij>  
Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**  
Descriptors—Adolescents, \*Illegal Drug Use, \*Incidence, \*Marijuana, National Surveys, Statistical Analysis, Trend Analysis, \*Urban Youth  
Identifiers—Arrest Records

This review examines trends in marijuana use through a study employed to track the progress of the recent epidemic among arrestees at 23 locations across the nation. It identifies nationwide drug use trends within the mainstream population on the basis of self-reports of past-month use, a measure parallel to the length of time in which marijuana can be detected by urinalysis. It compares the recent marijuana upsurge with that observed for previous crack and heroin epidemics, and indicates that modest increases in youthful marijuana use within the mainstream population started in 1992 and plateaued in 1996. It suggests that the gateway theory may be less relevant in these youth since they have been much less prone to advance to other drugs than their predecessors following experimentation with marijuana. Ethnographic studies in inner-city communities suggest that there has been a shift in the subculture of drug use and that interpersonal interactions have become more congenial and less violent. Prevention aimed at providing youth in distressed inner-city households with a greater stake in society may ensure further declines in drug abuse and its attendant criminality. Twenty-eight figures are used to explain marijuana use throughout the nation. (JDM)

**ED 454 473** CG 031 026

Phillips, Beeman N.

**School Psychology's Place in the History of Specialty Recognition.**

Pub Date—2001-08-00  
Note—12p.; Paper presented at the Annual Conference of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001). Portions of this paper are based on "A Self Study by the American Board of School Psychology" (American Board of School Psychology, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**  
Descriptors—Elementary Secondary Education, Graduate Study, Higher Education, History, Needs Assessment, Professional Associations, \*Professional Training, \*School Psychology, \*Standards

This paper offers an historical perspective on the practices of school psychology. It briefly describes the mechanism currently in place to assess the competency of professional psychologists. Then, the beginnings of the American Board of Professional Psychology (ABPP) are reviewed along with information on related school psychology developments. It recounts how the American Psychological Association (APA) accepted doctoral school psychology programs for accreditation in 1968, the same year school psychology was recognized as a new examination area by the ABPP. School psychology has prospered as a specialty in APA and ABPP. However, currently the status of school psychology as a specialty in good standing within ABPP is in jeopardy since it is not processing a sufficient number of diplomate candidates annually to need ABPP requirements. Making the diploma a dominant feature of doctoral school psychology in the years ahead will be a challenge for all school psychologists who work for the future of the profession. (JDM)

**ED 454 474** CG 031 027

Habicht, Manuela H.

**The Case of Mr. P—Primary Intervention Skills in Psychodynamic Therapy.**

Pub Date—2000-10-00  
Note—11p.  
Pub Type—Reports — Evaluative (142)  
**EDRS Price — MF01/PC01 Plus Postage.**  
Descriptors—Adults, \*Counseling Theories, \*Counselor Client Relationship, Evaluation Methods, Individual Psychology, \*Psychotherapy  
Identifiers—\*Transference

One of the central and distinguishing challenges encountered in psychodynamic-oriented psychotherapy is the interpretation of transference. This report employs a psychodynamic framework to describe and analyze the therapeutic interactions between a client and a therapist. It explains a theorized interaction between transference and insight that has been supported in a small sample study of psychoanalysis as well as from the outcome of a single session during the course of open-ended therapy. This type of therapy was applied in the case of a 27-year-old male presented throughout this paper. A detailed report is provided of the clinical material along with its application to psychodynamic theory. (JDM)

**ED 454 475** CG 031 029

Baldwin, Sandee, Ed.

**Synergy: Australian Transcultural Mental Health Network Newsletter, 2000.**

Australian Transcultural Mental Health Network, Parramatta.

Report No.—ISSN-1442-7818

Pub Date—2000-00-00

Note—138p.; Published quarterly.

Available from—Australian Transcultural Mental Health Network, Locked Bag 7118, Parramatta BC, New South Wales 2150, Australia.

Journal Cit—Synergy: Australian Transcultural Mental Health Network Newsletter; Win-Fall 2000

Pub Type—Collected Works — Serials (022)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Community Health Services, \*Cultural Pluralism, Foreign Countries, \*Health Promotion, \*Mental Health, Mental Health Workers, Prevention, Professional Associations, \*Public Health, Suicide  
Identifiers—Australia

Each issue in the year 2000 edition of the Australian Transcultural Mental Health Network (ATMHN) newsletter represents a theme crucial to mental health practitioners. The articles in Winter 2000 are the result of the national Suicide Prevention in Immigrant Populations Conference and include detailed analyses on suicide trends in diverse cultural and linguistic communities, suicide bereavement in the very young, and the challenges of providing an effective transcultural mental health services in remote Australia. Spring 2000 features articles on cross cultural mental health training programs for General Practitioners. Summer 2000 discusses obstacles to effective mental health promotion, prevention, and education. Autumn 2000 presents a report on the cultural competence in Victorian Child and Adolescent Mental Health Services. Each issue contains reports on current ATMHN-funded projects. (Contains 12 tables and 73 references.) (JDM)

**ED 454 476** CG 031 033

Cook-Cottone, Catherine

**Connection and Recovery: Posttraumatic Stress Disorder and School Reintegration.**

Pub Date—2000-04-00

Note—31p.; Paper presented at the Annual Convention of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Adolescents, Children, Counseling, Developmental Stages, Elementary Secondary Education, Integrated Services, Memory, \*Mental Health, \*Posttraumatic Stress Disorder, Resilience (Personality), Symptoms (Individual Disorders)

This paper provides an introduction to Posttraumatic Stress Disorder (PTSD) in a manner that

facilitates the interested learner's further exploration. It presents theoretical references and reviews the social factors and epidemiology of PTSD in children and adolescents. The psychobiology of PTSD is described in relation to the types of memory it affects. Symptomatic presentations are outlined by developmental periods in children and adolescents. Treatment for PTSD can be described in four stages: (1) safety; (2) remembrance; (3) mourning; and (4) reconnection. Safety encompasses the healing relationship; naming the problem; restoring control; and medication use. Remembrance involves reconstructing the story; re-experiencing it; and integrating the trauma. Mourning includes the emotions of revenge; forgiveness; compensation; and grief. Reconnection involves taking power; creating boundaries; and reconnecting with self. Formation and implementation of a school reintegration safety plan requires informed and committed school personnel, parents, and students. A school integration safety plan is presented as an effective external support system to help student resiliency. (Contains 81 references and a listing of recommended readings.) (JDM)

**ED 454 477** CG 031 035

Chen, Fu-mei

**Perceptions of School Dropout: Different Viewpoints among Middle School Teachers, Absentee Students, and Their Parents in Taiwan.**

Pub Date—2001-04-00

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001). Supported by Fu-Jen Catholic University, the Society of the Divine Word (SVD) Section.

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Attendance, \*Family Influence, Family School Relationship, Foreign Countries, \*Middle School Students, \*Middle School Teachers, Middle Schools, \*Parent Responsibility, Problem Solving, Student Responsibility, \*Truancy  
Identifiers—Taiwan (Taipei)

This study examines middle school teachers', absentee students', and their parents' perceptions of factors related to excessive school absences; perceptions of the degree to which they think they can contribute a solution to the problem; and expectations regarding one another's responsibility for the problem. Data was obtained from middle school teachers (N=9); middle school students (N=10) who had excessive school absences; and several parents (N=7), all who lived in the Taipei county of Taiwan. The data showed that although some teachers were able to identify factors related to excessive school absences from the three domains, most teachers tended to imply that the family factor was the main cause of the absentee problem. Parents were not sure about the reasons for their children's school absences and did not know what to do for their students. Absentee students showed little intention of solving the problem by themselves and expected assistance from either their schools or their family. The results provide information on teachers', students', and parents' perceptions of the school absence problem and offer suggestions on the development of effective intervention programs. To begin with, parents, teachers, and absentee students need to share their perceptions and difficulties with each other. Messages also need to be sent to students that teachers and parents will be working together on the school absence problem and that they are part of the team. (JDM)

**ED 454 478** CG 031 036

Monti, Peter M., Ed. Colby, Suzanne M., Ed. O'Leary, Tracy A., Ed.

**Adolescents, Alcohol, and Substance Abuse:**

**Reaching Teens through Brief Interventions.**

Report No.—ISBN-1-57230-658-0

Pub Date—2001-00-00

Note—350p.; Foreword by William R. Miller.

Available from—Guilford Press, 72 Spring St., New York, NY 10012 (\$37). Tel: 800-365-7006

(Toll Free); Web site: <http://www.guilford.com>.  
 Pub Type—Books (010) — Collected Works - General (020)

#### Document Not Available from EDRS.

Descriptors—Adolescent Development, \*Adolescents, \*At Risk Persons, Behavior Modification, Case Studies, \*Drinking, Drug Education, Family Counseling, \*Integrated Services, Intervention, Outcomes of Treatment, Prevention, Program Evaluation, \*Substance Abuse

Identifiers—Solution Focused Brief Therapy

This publication reviews a variety of empirically supported approaches to dealing with alcohol and drug problems in adolescents. Its focus is to provide motivationally based brief interventions that can be delivered in a variety of contexts address key developmental considerations and draw on the latest knowledge about the processes of addictive behavior change. Information was obtained from a multidisciplinary group of experts to create this resource guide for anyone working with or studying adolescents-at-risk. Part 1 reviews current research on substance abuse in adolescents and young adults and outlines the basic principles of developmentally informed assessment and intervention. Emphasized are the benefits of working with adolescents on their own territory and reaching out to all who are engaged in health-risk behavior. Part 2 presents a range of specific interventions, including skills training for substance abuse prevention; integrative behavioral and family therapy; motivational interviewing; interventions for dually diagnosed youth; Internet-based education; and applications to HIV prevention. The chapters describe the goals and methods of these approaches, review available data on treatment efficacy, and offer case studies along with clinical interpretations. Part 3 discusses future directions for brief interventions for addictive behaviors. (Contains over 500 references.) (JDM)

ED 454 479 CG 031 037

Gottheil, Neil F. Dubow, Eric F.

#### The Interrelationships of Behavioral Indices of Bully and Victim Behavior.

Pub Date—2000-08-00

Note—13p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Bullying, Elementary School Students, \*Grade 5, \*Grade 6, Intermediate Grades, \*Interpersonal Communication, Lower Middle Class, Measures (Individuals), \*Peer Relationship, \*Social Cognition, Social Indicators, Whites

Identifiers—Victimization

A study was designed to identify the potential contributory effects of different social information perspectives on the stability of bully and victim social roles and the interrelationships of three behavioral indices of bully and victim behavior. Students (N=120) from grades 5 and 6 completed behavioral indices of bully and victim behavior. Seventeen classes from four different schools in predominately Caucasian, low-to-moderate economic status neighbors participated. The interrelationship among the victim behavior indices supported the notion that victimized children tended to both recognize how they were perceived by others and agreed with the perceptions of their peer group, yet disagreed with the characterization. Additional descriptive information is provided, including a measure of children's perceived peer perspective and the clinical implications of using all three behavioral indices. (Contains 31 references and 4 tables.) (JDM)

ED 454 480 CG 031 038

Ziff, Katherine K.

#### Analytical Psychology: A Review of a Theoretical Approach and Its Application to Counseling.

Pub Date—2000-00-00

Note—18p.

Pub Type—Information Analyses (070)

#### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Career Counseling, Counseling Theories, Counselor Training, Individualism, Personality Development, Personality Measures, \*Psychology

Identifiers—Jung (Carl G), Myers Briggs Type Indicator

Analytical psychology is a field supported by training centers, specially trained analysts, and a growing body of literature. While it receives much recognition, it remains mostly outside the mainstream of counseling and counselor education. This document presents a brief history of analytical psychology and how it has been revisited and renamed archetypal psychology by a group of theorists led by James Hillman. It describes its main tenets and the process of individuation, which is central to Jungian thought. It reviews the main areas in which analytical psychology comes under critique, including the matter of research and proof; its cult-like aspects; its religious overtones; and the prejudices of Jung himself. It speculates on areas where analytical psychology application may be most fruitful, including its use with personality types; the investigation of symbols and images in various therapies; and the use of expressive therapies to assist in bringing to consciousness material that is unconscious. It discusses the empirical research into Jung's theory of personality development with regard to the Myers Briggs typology, which has been documented as useful in areas of career counseling and training, staff development, and business and industrial applications. (Contains 26 references.) (JDM)

ED 454 481 CG 031 040

Miles, Dorothy D. Chittooran, Mary M.

#### School Psychologists, Stress, and Burnout.

Pub Date—2001-04-00

Note—14p.; Paper presented at the Annual Conference of the National Association of School Psychologists (Washington, DC, April 17-21, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Burnout, \*Coping, Counseling, Counselor Attitudes, Elementary Secondary Education, Emotional Response, \*School Psychologists, Self Concept, Stress Variables

School psychologists are often subject to severe stress when they work with troubled families and children. Burnout from physical, mental, or emotional exhaustion as a result of the chronic stress is not uncommon in the profession. One problem of being attentive to the needs of others is that the caregiver's needs often get overlooked or forgotten. Developing self-awareness can help school psychologists become more proactive towards early signs of burnout. This article looks at the physical signs of stress and the research regarding school psychologists' experience with stress and burnout. It also considers some stress management techniques and suggests that if school psychologists are more attuned to their own signs of stress, they can be proactive in assessing their own needs and implementing some of the strategies to reduce stress and burnout. (Contains 18 references.) (JDM)

ED 454 482 CG 031 041

Frydendall, Peggy LeWald, Karen Walls, Janet Zarring, Elizabeth

#### Decreasing Disruptive Behaviors through Social Skills Instruction.

Pub Date—2001-05-00

Note—80p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

#### EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Behavior Modification, \*Behavior Problems, Educational Environment, Elementary Education, \*Elementary School Students, Interpersonal Competence, Lower Middle Class,

Program Development, Student Surveys, Teacher Surveys, \*Time on Task, Upper Class  
 Identifiers—\*Social Skills Training, United States (Midwest)

This document discusses a program designed to decrease students' off-task behaviors in order to help create a positive learning environment. The targeted population consisted of elementary students from two midwestern communities. Children attended schools in both lower-middle class and upper-middle class schools. The problem of off-task behavior was documented through Teacher Social Skills Surveys and Student Social Skills Surveys, which revealed a high frequency of classroom disruptions. Analysis determined that the Student Behavior Observation Checklists supported findings from the teacher and student surveys. The probable cause data collected from student survey responses revealed a lack of strategies for handling a variety of conflict situations in the classroom. The school faculty reported a high frequency of student off-task behaviors in the classrooms, which took away from instructional time. A review of solution strategies emphasized positive social skill development and providing ample class time for student reflection on a variety of issues related to social skills. The final results of the Student Social Skills Surveys and the Student Behavior Observation Checklists revealed a decrease in disruptive, inappropriate behaviors. A majority of students were positively influenced by the strategies and as a result, their social skills improved. (Contains 15 figures and 29 references.) (JDM)

ED 454 483 CG 031 042

Leung, Brian P. Kampwirth, Tom DuMont, Rose Lewis-Mills, Barbara Gonzales, Rene

#### New School Psychologist Support: How To Avoid Crashing and Burning Your First Year.

Pub Date—2001-03-00

Note—10p.; Paper presented at the Annual Conference of the California Association of School Psychologists (Costa Mesa, CA, March 7-10, 2001).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Elementary Secondary Education, Graduate Students, Professional Associations, Professional Development, School Culture, \*School Psychologists, \*Social Support Groups

Identifiers—California

The transition from being a graduate student to a school psychologist is a complex task. Most school districts do not provide much support to new psychologists. The goal of the California Association of School Psychologists' New School Psychologist Support (NSPS) initiative is to direct resources targeted at new psychologists to facilitate a smooth transition into their careers. This article summarizes a panel presentation by a group of experienced psychologists addressing survival issues for first year psychologists, one of the first activities of the NSPS. The topics included: "Making Connections for Professional Development"; "Fitting into the School's Culture"; "Building Credibility and Developing Confidence"; and "Time Management." Common themes among the presentations were the importance of being active and not being afraid of making a mistake, consulting with others, and taking care of personal needs. (JDM)

ED 454 484 CG 031 043

Hobson, Suzanne M. Fox, Richard W. Swickert, Mary Lee

#### School Counselor Shortages: A Statewide Collaborative Effort in Counselor Education.

Pub Date—2000-00-00

Note—18p.

Pub Type—Reports - Descriptive (141)

#### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Counselor Training, \*Credentials, Elementary Secondary Education, Problem Solving, Program Implementation, \*School



Counseling, \*School Counselors, Statewide Planning, Student Needs, Teacher Shortage Identifiers—\*Michigan

School counselors represent an integral part of a quality educational program designed to meet the personal, social, academic, and career development needs of today's students. Michigan school districts are experiencing and reporting a significant shortage of qualified and appropriately credentialed school counselors. A statewide initiative was undertaken to address this shortage. This paper provides information regarding the shortage and its possible causes; explains the process utilized by counselor educators to address the shortage; and shares information about an experimental credentialing program that was developed in response to the shortage. Although the actual impact of the two-tiered credentialing system on current shortage of school counselors in Michigan can only be established through systematic collection of data, it is hoped that the program will have a clear and positive effect. Representatives of the Michigan Department of Education stated that these efforts were a model for proactive, effective collaboration within the field of education. Over time it will be determined whether the experimental program has an impact on the shortage. Besides careful monitoring, large group discussions continue to work towards possible solutions. (JDM)

**ED 454 485** CG 031 045

*Mastrodicasa, Jeanna M.*

**But You Teach Chemistry, How Can You Advise Me at Orientation?**

Pub Date—2001-03-00

Note—18p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (Seattle, WA, March 17-21, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Advising, \*College Faculty, \*College Freshmen, Fast Track Scheduling, Higher Education, Models, Orientation, Student Needs, Student Personnel Services, \*Teacher Student Relationship

Identifiers—University of Florida

This paper reviews a model of using teaching faculty as academic advisors during freshman orientation at the University of Florida. This way of hiring and training faculty members provides: student-faculty contact; accurate information and scheduling; fairness and accessibility of course seats; and the ability to manage academic advising during freshman orientation at a large public university. The goal of this model is to have students on track for the Universal Tracking program and the model achieves more than 98% accuracy rate with its new students. Detailed information is provided on the entire orientation advising program so that orientation directors, academic advisors, and other enrollment management professionals will be able to follow the model. (Contains 13 references.) (JDM)

**ED 454 486** CG 031 046

**School Violence: An Overview. Also: Creating Safe Schools; Conflict Resolution Education.**

Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Report No. —NCJ-188158; ISSN-1524-3230

Pub Date—2001-06-00

Note—41p.; Edited by Eileen M. Garry, Catherine Doyle, Earl E. Appleby, Jr., and Ellen McLaughlin.

Available from—Juvenile Justice Clearinghouse INCJRS, P.O. Box 6000, Rockville, MD 20849-6000. Tel: 800-638-8736 (Toll Free); Fax: 410-792-4358. For full text: <http://www.ojjdp.ncjrs.org>.

Journal Cit—Juvenile Justice; v8 n1 Jun 2001

Pub Type—Collected Works - Serials (022)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*At Risk Persons, Community Programs, \*Conflict Resolution, Elementary Secondary Education, Interpersonal Communication, \*Peer Relationship, Prevention, \*Problem Solving, Program Develop-

ment, School Community Relationship, \*Violence

This publication examines the extent and nature of school violence and reviews promising approaches to creating safe schools and peacefully resolving conflicts. The feature article, "School Violence: An Overview" (Margaret Small and Kellie Dressler Tetric), provides an understanding of the nature of the challenges to safety and discusses ways to devise effective strategies to prevent school violence. The second article, "Creating Safe Schools: A Comprehensive Approach" (Ira Pollack and Carlos Sundermann), provides a comprehensive approach that requires collaboration with the community. It suggests that if properly conceived, comprehensive safe school planning will foster a safer environment for students and their teachers. The last article, "Conflict Resolution Education: Preparing Youth for the Future" (Donna K. Crawford and Richard J. Bodine), discusses an alternative approach to conflict resolution. Conflict resolution education can contribute to making schools safer and preparing students to participate in society by offering four alternatives: process curriculum; mediation programs; peaceable classrooms; and peaceable schools. The document also includes lists of publications and resources to help prevent school violence and promote safe schools. (Contains 12 figures and 14 references.) (JDM)

**ED 454 487** CG 031 050

*Hoffman, Rose Marie*

**Maximizing Internship Experiences for School Counselors-in-Training.**

Pub Date—2001-00-00

Note—24p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Cooperation, Counseling, \*Counselor Training, Elementary Secondary Education, Higher Education, \*Internship Programs, Program Development, School Community Relationship, School Counselors, Supervision

School counselor education programs are challenged to reassess whether they are providing their students with optimal internship learning experiences. This paper examines the evolution and design of one school counseling fieldwork program. It discusses the implications for school counselors who serve as site supervisors for counselors-in-training. Tools are provided for assisting programs in their own assessment and evaluation process that recognizes the variation in programs and student needs. Although the primary responsibility for internship programs lies with the university, it is essential to collaborate with local school districts, particularly with the school counselors who function as site supervisors for school counselors-in-training. (Contains 25 references.) (JDM)

**ED 454 488** CG 031 229

*Shapiro, Lawrence E.*

**"Will They Fly a Plane into Our House?" How To Talk to Children about Terrorism.**

Report No.—ISBN-1-931704-03-0

Pub Date—2001-00-00

Note—33p.; Cover and Design by Robin C. Morris. Published jointly by Play2Grow, LLC and Childsworld/Childsplay, LLC.

Available from—Play2Grow, LLC, 4 Berkeley Street, Norwalk, CT 08650. Tel: 877-933-7529; for full text: <http://www.play2grow.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Anxiety, \*Children, \*Coping, Counseling Techniques, Emotional Response, Skill Development, \*Stress Management, \*Terrorism

This book is intended to help parents, teachers, and counselors of school-age children who did not experience the loss of someone close to them in the terrorist attacks of September 11, 2001, but who are still at risk for prolonged anxiety reactions. Although every child will react in a different way to these events, concerned adults must help each one communicate and cope. The first part of the book provides answers to parents' questions, with an

emphasis on techniques for decreasing a child's stress and anxiety. The second part of the book provides answers to some of the most common questions that children ask about terrorism. The final part of the book provides emotional intelligence activities for enhancing 10 emotional skills that children need to develop in order to cope better with a national trauma like the terrorist attacks, or with a personal problem that is causing anxiety and worry. (GCP)

## CS

**ED 454 489** CS 014 212

*Thompson, Sylvia Lancaster; Angela*

**Essential Components of an Accelerated Reading Program. [Videotape].**

Texas Univ., Austin. Texas Center for Reading and Language Arts.

Pub Date—2000-00-00

Note—0p.

Available from—Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494. Tel: 512-463-9734; Web site: <http://www.tea.state.tx.us/>.

Pub Type—Guides - Classroom - Teacher (052) — Non-Print Media (100)

**Document Not Available from EDRS.**

Descriptors—Early Intervention, \*Grouping (Instructional Purposes), High Risk Students, \*Instructional Effectiveness, Primary Education, \*Reading Comprehension, \*Reading Improvement, Reading Research, \*Remedial Reading, Word Study Skills, Writing (Composition)

Identifiers—Phonological Awareness, Reading Fluency, Texas

Noting that some children struggle with learning to read, this 15-minute videotape describes the essential components of an Accelerated Reading program (which provides supplemental instruction for struggling readers in Texas) and reports results of a study examining the effectiveness of various Accelerated Reading instructional approaches. It notes that the essential elements are: fluent reading, phonological awareness, instructional level reading that focuses on comprehension, word study, and writing. The videotape shows individual students and small groups working through these elements during the daily 35-minute lesson. It also notes that students who worked one-on-one with teachers, or who worked in groups of three with a teacher, improved their reading achievement more than students who worked in groups of 10 with a teacher. Though all students in the program had failed the Texas Primary Reading Inventory prior to the instruction, the videotape finds that 39% of students in one-on-one instruction and 46% of students in the one-on-three groups passed after instruction. It also finds benefits in terms of time management, opportunity to respond, and provision of feedback in the one-on-one and one-on-three groups compared to the one-on-ten group. It concludes that students who struggle with reading can benefit from intensive, research-based instruction provided in a small group format. (RS)

**ED 454 490** CS 014 241

*Au, Kathryn H. Carroll, Jacquelin H. Scheu, Judith A.*

**Balanced Literacy Instruction: A Teacher's Resource Book. Second Edition.**

Report No.—ISBN-1-929024-26-6

Pub Date—2001-00-00

Note—330p.

Available from—Christopher-Gordon Publishers, Inc., 1502 Providence Highway, Suite 12, Norwood, MA 02062 (\$39.95). Tel: 800-934-8322 (Toll Free).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, Class Activities, Elementary Education, Reading Improvement, \*Reading Instruction, \*Student Evaluation, Teaching Methods, Writing Im-

provement, \*Writing Instruction, \*Writing Workshops  
 Identifiers—\*Balanced Reading Instruction, \*Readers Workshop

Bringing together information elementary school teachers need to make balanced literacy instruction a reality, this book presents more than 90 short articles designed to be read in a brief period of time and suitable for use in after-school workshops. It presents ideas and instructional approaches teachers have found most valuable and effective in improving literacy instruction and students' achievement. This second edition expands the treatment on controversial issues in reading instruction: beginning reading, and standards-based assessment. By "balanced literacy instruction," the book means providing students with systematic, explicit instruction on skills and strategies in the context of authentic, meaningful activities. Chapters in the book are: (1) Perspectives; (2) Overview of the Readers' Workshop; (3) Structuring the Readers' Workshop; (4) Teacher-Directed Activities in the Readers' Workshop; (5) Student-Directed Activities in the Readers' Workshop; (6) Overview of the Writers' Workshop; (7) Structuring the Writers' Workshop; (8) Teacher-Directed Activities in the Writers' Workshop; (9) Student-Directed Activities in the Writers' Workshop; (10) Overview of Assessment and Evaluation; (11) Evaluating Progress; and (12) Keeping It Going. (RS)

ED 454 491 CS 014 278

Levin, Michael Langton, Charan

**The Reading Lesson: The Intelligent Reading Program for Young Children. Teach Your Child To Read in 20 Easy Lessons [with CD-ROM].**

Report No.—ISBN-0-913063-02-9

Pub Date—2000-00-00

Note—412p.

Available from—Mountcastle Company, One Anabel Lane, Suite 214, San Ramon, CA 94583 (\$49.95). Tel: 800-585-7323 (Toll Free); Web site: <http://www.readinglesson.com>.

Pub Type—Books (010) — Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

Descriptors—\*Beginning Reading, Elementary School Students, Phonics, Primary Education, Reading Difficulties, \*Reading Instruction, \*Reading Programs, Teaching Methods

This book presents a developmentally appropriate reading program created especially for young children to teach them to read fluently, and well, in 20 step-by-step lessons. It is suitable for both homeschooling and classroom use. The program offered in the book can also be used for children with reading difficulties. It offers a structured phonics teaching method based on modern reading theory. Its guided reading approach helps children learn to read with ease. (RS)

ED 454 492 CS 014 301

Harrell, Betsy

**Outcomes of the Muscogee County School District Reading Recovery Implementation Year, 1997-1998.**

Reading Recovery Council of North America, Columbus, OH.

Pub Date—2000-00-00

Note—5p.

Available from—Reading Recovery Council of North America, Inc., 1929 Kenny Road, Suite 100, 1929 Kenny Road, Columbus, OH 43210-1069. Tel: 614-292-7111; Web site: <http://www.readingrecovery.org>.

Journal Cit—Running Record; v12 n2 Spr 2000  
 Pub Type—Journal Articles (080)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Comparative Analysis, \*Outcomes of Education, Primary Education, \*Program Evaluation, \*Program Implementation, \*Reading Instruction, Student Evaluation

Identifiers—Gates MacGinitie Reading Tests, Iowa Tests of Basic Skills, \*Muscogee County

School District GA, \*Reading Recovery Projects

After the first year, funding for the Reading Recovery program in the Muscogee County School District in Georgia was to be contingent upon getting results that would document the success of Reading Recovery in the system. The following measures were used for program evaluation: An Observation Survey of Early Literacy Achievement (Clay, 1993); Iowa Tests of Basic Skills; Gates-MacGinitie Reading Tests; and a classroom teacher assessment of student progress. On the Gates-MacGinitie reading battery, the Reading Recovery group was superior to the comparison groups, and the differences were statistically significant. On the Iowa Test, the Reading Recovery group has significantly higher scores on four of the six subtests at the end of the year. On the Observation Survey, the Reading Recovery children made significantly higher scores than the comparison children on five of the six subtests. The classroom teachers rated the Reading Recovery children significantly higher than the comparison children in all four academic areas. Results of the evaluation indicated that Reading Recovery significantly affected the academic and social development of the children in the program. (NKA)

ED 454 493 CS 014 408

Cosgrove, Maryellen S.

**Students' Views on the Purposes of Reading from Three Perspectives - Students, Teachers and Parents.**

Pub Date—2001-07-00

Note—27p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Attitude Measures, Elementary Education, Graduate Students, Higher Education, Interviews, \*Parent Attitudes, Preschool Education, \*Reading Attitudes, \*Reading Interests, Reading Material Selection, \*Reading Motivation, Reading Research, \*Student Attitudes, Student Surveys, \*Teacher Attitudes

Identifiers—\*Purpose (Reading)

This paper addresses the analysis of surveys administered to prekindergarten through eighth grade students and the analysis of parent and teacher interviews in an effort to determine why children read, what they prefer to read, and how adults can further motivate them to read. The premise of the paper is that attitudes (feelings toward an activity) and purposes (reasons to engage in an activity) are just as vital as knowing how to read. The paper first presents a review of the literature and then explains that the survey, designed by graduate students, was distributed to 431 students in four counties in a state located in the southeastern United States. It states that two teachers whose students completed the survey were interviewed, as were 22 parents. The paper reports that the data analysis indicated a significant disconnect between teachers' perceived notions of the purposes of their students' reading and the students' expressed purposes of why they read and what they want to read. It also reports that none of the students who regarded themselves as "poor" readers have a positive attitude toward reading, whereas 71% of the students who read "well" do enjoy reading, and recommends that educators become more aware that students who perceive themselves as weak readers have poor attitudes and have different reading preferences and purposes than more accomplished readers. The paper concludes with eight guidelines for improving reading skills and motivation. Contains 38 references and 5 tables of data. (NKA)

ED 454 494 CS 014 409

Nettle, Keith

**Levels of Literacy.**

Pub Date—2001-07-00

Note—15p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland,

July 1-4, 2001).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Citizenship, \*Democracy, Educational Change, Futures (of Society), Government Role, \*Literacy, \*Skill Development, Social Life, \*Technological Advancement  
 Identifiers—\*Conceptual Change

Democracy in western countries now depends on literacy at every level: censuses by which governments can plan for the future; elections which are the cornerstone of democratic choice; local meetings which have agendas and minutes—the whole apparatus of social living is organized and recorded through literacy. This paper is concerned with how literacy as a concept has grown over its history. The paper points out that although it seemed recently that computers might do away with much traditional literacy and numeracy, the reality is quite different—more skills, particularly literacy skills, are needed if individuals are to make full use of computers. It notes recent real setbacks to technological progress in communications—Sweden has announced a drop in the income of electronic publishers, many "dot.com" companies have collapsed, and the next generation of mobile phones has not attracted enough interest in, for example, surfing the Net on a mobile. As to government, the paper sees as one of the problems of contemporary administration that individuals live in a regulatory era with multiple levels of government and subsidiary, in which many of the issues are relatively technical, leading to oversimplification. It asks: So what is the function and value of literacy in such a setting? It cites Britain's newly formed Department of Education and Skills which aims to educate for democracy. The paper considers diverse issues regarding the growth of literacy throughout the western world, including enlarging literacy to take in imaginative literature, and the future of the book and the e-book. (NKA)

ED 454 495 CS 014 410

Johnson, Andrew P.

**Beginning Teachers Beginning Whole Language.**

Pub Date—2001-06-00

Note—18p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teachers, Ethnography,

\*Inservice Teacher Education, Primary Education, Reading Instruction, \*Teacher Attitudes, \*Teacher Behavior, Urban Education, Whole Language Approach, Writing Instruction, \*Writing Workshops

Identifiers—\*Reading Workshops

This ethnographic study was conducted in order to (1) investigate the forces affecting the literacy practices of first year teachers, (2) examine factors that foster the creativity, innovation and growth of teachers, and (3) describe some exemplary literacy practices of beginning teachers. Three beginning teachers in an urban midwestern school were observed over a 5-month period. Pre- and post-study interviews were conducted along with field notes and video analyses. It was found that district-mandated approaches to literacy instruction and the cool reception given to new ideas by experienced teachers had a negative effect on the initial literacy practices of these beginning teachers. Reflective dialogue with peers in a safe, nonjudgmental environment had a positive effect on their literacy practices and resulted in these teachers implementing reading and writing workshops. It was concluded that teacher growth and effectiveness would be enhanced if the principles and procedures of reading and writing workshop were adopted for training teachers at all levels of experience. (Contains 16 references. Interview questions are attached.) (RS)

ED 454 496 CS 014 414

**Early Literacy Survey: How Renaissance Supports Reading Excellence Act (REA) Goals.**

School Renaissance Inst., Inc., Madison, WI.

Pub Date—2001-01-00

Note—16p.; A School Renaissance Institute



## Monograph.

Available from—School Renaissance Institute, P.O. Box 45016, Madison, WI 53744-5016. Tel: 800-200-4848 (Toll Free).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Beginning Reading, Early Childhood Education, Likert Scales, \*Literacy, National Surveys, \*Reading Instruction, Teacher Surveys

Identifiers—\*Prereading Skills, \*Reading Excellence Act, Reading Renaissance

To assess early literacy development in Renaissance classrooms nationwide, the 2000 Early Literacy Survey was mailed to a sample of 411 randomly selected Renaissance Model and Master pre-K-3 educators. This population of teachers was chosen for the study because they have systematically certified that their implementation of Reading Renaissance is proper and accurate. Survey questions focused on the definition of reading as specified by the Reading Excellence Act (REA), a law which is authorized to teach every child to read by the end of third grade and provide early intervention to children at risk of being inappropriately identified for special education. REA also discusses the six dimensions of reading that "must be used by all schools who implement reading strategies under REA." Survey statements were formulated around the REA's definition of reading using neutral, straightforward wording that would not bias responses. A 6-point Likert scale was used for scoring, where one was equivalent to 100% disagreement and six was equivalent to 100% agreement. With a final response rate of 65%, the 2000 Early Literacy Survey strongly indicates that Reading Renaissance helps teachers address many of the critical prereading skills (such as phonemic awareness, phonics, and fluency) that help ensure future reading success for all students. (NKA)

ED 454 497

CS 014 415

Hill, Margaret White, Maureen Brodie, Carolyn

Selecting and Promoting Young Adult and Children's Award-Winning Books. What This Means for Publishers, Authors, Teachers, Librarians and the Consumer.

Pub Date—2001-07-00

Note—11p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescent Literature, Childhood Interests, \*Children's Literature, Elementary Secondary Education, Poetry, \*Reading Interests, \*Reading Material Selection, Short Stories, \*Student Interests, World Wide Web

Identifiers—Batchelder Award, \*Book Awards, Caldecott Award, Children's Choices (Booklist), Newbery Award, \*Trade Books

Children are naturally drawn to award-winning books. Those who work with children know that the appeal of these books often comes from the shiny gold, silver, or bronze seals affixed to the covers of these special books. Teachers and librarians, however, need to be aware of the fact that the Newbery and Caldecott, and lesser known awards, are awards based on specific criteria that may or may not always meet the reading needs or appeal of every child. This paper answers the following questions: Why are award books important?; How are award books selected?; What have award books meant to the U.S. bookseller's market?; What trends are being seen in award-winning books?; What can teachers and librarians do individually and collaboratively to promote these award-winning books?; and Where can information on children's awards be located on the Web? The paper discusses the Newbery, Caldecott, Mildred L. Batchelder, and Pura Belpré Awards, as well as the Notable Children's Books, Children's Choices, and Teachers' Choices lists. It also discusses the Paul A. Witty Short Story Award and the Lee Bennet Hopkins Poetry Award. Contains an annotated list of recommended readings and resources. (NKA)

ED 454 498

CS 014 416

Carter, Carolyn J.

Reciprocal Teaching: The Application of a Reading Improvement Strategy on Urban Students in Highland Park, Michigan, 1993-1995. Innodata Monographs 8.

International Bureau of Education, Geneva (Switzerland).

Pub Date—2001-00-00

Note—42p.; \*With special assistance from Diane F. Fekete.

Available from—International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland. Tel: +41 22 917 78 00; Fax: +41 22 917 78 01; Web site: <http://www.ibe.unesco.org>.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Elementary Education, Grade 3, Grade 4, Instructional Effectiveness, \*Intervention, \*Reading Improvement, \*Reading Strategies, Reading Tests, \*Reciprocal Teaching, Urban Education

Identifiers—\*Education Consolidation Improvement Act Chapter 1

This monograph presents a case study of a Chapter 1 reading improvement intervention involving reciprocal teaching in Highland Park, Michigan, that was planned and executed during the 1993-1995 school years. Teachers and paraprofessionals taught reciprocal teaching strategies daily to third-grade students to prepare them for the fourth-grade state assessment examinations in reading and mathematics. One year later the students involved in the reciprocal teaching intervention scored on average double the previous year's scores. These students outperformed their peers state wide (on average), even though their previous ranking was relatively low. This initial positive result marked the beginning of research-based applications of reciprocal teaching strategies in Highland Park. This case study first describes the academic context in which the reciprocal teaching innovation took place, and also describes the environmental factors that provided the backdrop of the pressure which school officials in Highland Park faced as a result of nation, state-level, and local academic goals and expectations. A description of the district follows—its history with the MEAP (Michigan Educational Assessment Program), its typical student performance on tests of measurement, and the environmental factors that militated against efforts to develop students as literate individuals. Next is a description of the intervention undertaken and an account of the methodology employed by the district to launch and complete the innovation, as well as an annual update of student performance results spanning the years 1995-1998. The case study ends with a review of the degree to which reciprocal teaching is currently utilized in Highland Park, in Michigan, and in the United States. Includes 13 notes and 4 tables of data. (Contains 39 references.) (NKA)

ED 454 499

CS 014 417

Purcell, John

Creating a "Literacy Club" in a First Grade Classroom: One Teacher's Balanced Approach.

Pub Date—2001-00-00

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Environment, Classroom Techniques, Grade 1, Instructional Effectiveness, Literature Appreciation, Primary Education, \*Reading Instruction, \*Reading Processes, Teacher Role, Thematic Approach, \*Writing Instruction, \*Writing Processes

Identifiers—\*Balanced Reading Instruction, Caldecott Award

Frank Smith (1988) describes a "literacy club" as a classroom where no child is excluded from a wealth of reading and writing activities. One teacher, in designing a literacy club for his classroom, wanted to use a "balanced literacy" approach because using such an approach would allow him to incorporate many different perspectives that have worked in the past, and not force him to take a side in the long-going debate between phonics versus

whole language. The program he designed: puts literature at the center of the program; involves both reading and writing to develop students' lifelong interest in both; teaches skills and strategies directly and indirectly; seeks to have students learn word recognition, vocabulary, and comprehension through reading; and wants students to express themselves through writing, using correct grammar, punctuation, and spelling. The unit of instruction he designed for grade 1 is built around the theme "Animals in Literature." Literacy instruction is organized to include four different instructional approaches: literature focus units; literature circles; reading and writing workshop; and basal reading programs. In the literature focus unit, Caldecott Medal books are read together, and in the literature circles the students select the books they want to read. The last part of the language arts period is dedicated to reading and writing workshop. The reading and writing processes are central to the balanced program, and the teacher tries to connect the two as much as possible. Assessment procedures are performance-based and tied directly to reading and writing activities rather than tests. The classroom is a print-rich environment, and the teacher's classroom philosophy is to maintain his literacy club by allowing students lots of time for reading. (NKA)

ED 454 500

CS 014 419

Wray, David Medwell, Jane

What Can Teachers of Literacy Learn from a Study of Effective Teachers?

Pub Date—2001-07-00

Note—12p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Foreign Countries, \*Instructional Effectiveness, \*Literacy, Reading Instruction, \*Teacher Behavior, \*Teacher Effectiveness, \*Teaching Skills, Writing Instruction

Identifiers—Teaching Research, \*United Kingdom

A study examined the characteristics of teachers who can be shown to be effective in teaching literacy to primary pupils. Aims of the research were to: (1) identify the key factors in what effective teachers know, understand, and do which enable them to put effective teaching of literacy into practice in the primary phase; (2) identify the strategies which would enable those factors to be more widely applied; and (3) examine aspects of continuing professional development which contribute to the development of effective teachers of literacy. Findings are based on a close study of a sample of teachers (n=228) whose pupils make effective learning gains in literacy and a sample of teachers (n=71) who were less effective in literacy teaching. Results indicated effective teachers: placed great emphasis on children's knowledge of the purposes and functions of reading and writing and of the structures used to enable these processes; were more diagnostic in the ways they examined and judged samples of children's reading and writing; translated their beliefs about purpose and meaning into practice by paying systematic attention to both the goals they had identified for reading and writing and to technical processes such as phonic knowledge, spelling, grammar, and punctuation; and were generally more likely to embed their teaching into a wider context and show how specific aspects of reading and writing contributed to communication. Contains 30 references. (NKA)

ED 454 501

CS 014 422

Clark, Angela W. McDonnell, Karen L.

Increasing Independent Reading Practice through Family Involvement and Motivational Strategies.

Pub Date—2001-05-00

Note—57p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Mas-

ters Program.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Action Research, Elementary Education, Family Environment, \*Family Involvement, \*Independent Reading, \*Instructional Effectiveness, Mass Media Role, Reading Attitudes, \*Reading Improvement, \*Reading Motivation, Reading Research, \*Television Viewing

This study describes a program designed to increase reading practice at home and at school. The targeted population consisted of elementary students from separate river communities located in the Midwest. Evidence for the existence of the problem included teacher observation of apathy to reading practice, student attitude surveys to gauge students' interest in reading practice, and parental observations to measure students' reading practice. The parental observation will also reflect family value toward literacy activities. Analysis of probable causes was evidenced by teachers' observation of apathy towards reading practice. Teachers noted students did not demonstrate positive attitudes toward reading and that families were not involved in their children's academic learning. A review of solution strategies suggested by cited authors, combined with the analysis of the problem setting, resulted in the selection of three categories of intervention: motivational activities for reading practice; communication for families about literacy; and a TV/media awareness plan. Post intervention data indicated an increase in motivation to practice reading at home and at school. Communication with families about literacy and the TV/media awareness plan heightened the awareness of the importance of reading practice at home. Family supported activities that bolster independent reading in the home also increased. (Contains 19 references and 8 tables of data. Appendixes contain a family newsletter, and a television "tune out" form.) (Author/RS)

ED 454 502

CS 014 423

Sims, David

**Improving Elementary School Students' Writing Using Reading and Writing Integration Strategies.**

Pub Date—2001-05-00

Note—79p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Action Research, Elementary Education, Grade 3, Grade 4, \*Instructional Effectiveness, \*Journal Writing, Peer Teaching, \*Process Approach (Writing), Reading Writing Relationship, Teacher Behavior, \*Writing Improvement, \*Writing Instruction, Writing Research

This report describes a program designed to improve students' expressive writing in a midwestern elementary school classroom. The targeted third and fourth grade students demonstrated inconsistencies in the quality of their writing which interfered with their success in the classroom. Evidence for the existence of the problem included district formal writing assessments, journal writing scales, and teacher observations. Analysis of probable cause data revealed that writing process strategies were not consistently modeled by teachers or effectively used by students. Students reported displeasure and dissatisfaction with the rigorous writing tasks. Knowledgeable sources suggested that students did not connect reading and writing as closely related language processes and did not find writing relevant to their daily lives. Additional evidence suggested that many students' lack of prior knowledge may inhibit writing fluency and development. A review of solution strategies suggested by cited authors, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: explicit instruction and modeling of the writing process stages; writing in informal reader response journals; and participation in student-teacher writing conferences and peer collaboration. Post-intervention data indicated a moderate increase in students' use of the writing process strategies in formal tasks and a modest increase in

students' writing fluency in informal journal writing activities. Given the complexity and multifaceted nature of the writing process, educators and researchers are encouraged to continue their quest for effective, efficient, and appealing strategies to improve underachieving students' writing performance. (Contains 31 references and 5 tables of data. Appendixes contain a school district writing rubric; writing process teacher observation form; an informal journal writing scale; a student writing survey instrument; and sample journal entries.) (Author/RS)

ED 454 503

CS 014 424

Cramer, Cynthia Fate, Joan Lueders, Kristin

**Improving Reading Achievement through the Implementation of Reading Strategies.**

Pub Date—2001-05-00

Note—54p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Action Research, Decoding (Reading), Elementary Education, Grade 1, Grade 4, \*Instructional Effectiveness, Program Descriptions, Questioning Techniques, \*Reading Achievement, \*Reading Improvement, \*Reading Instruction, \*Reading Strategies, Teacher Attitudes

Identifiers—Graphic Organizers

This study describes a program designed to increase student achievement in reading. The targeted population consisted of first and fourth grade elementary students in a Midwest community. Evidence for the existence of the problem included standardized tests and alternative assessments to measure reading achievement, and teacher observations with anecdotal records to document student reading growth. Analysis of probable causes was evidenced by teachers' observations of students' poor decoding strategies and weak comprehension skills. Teachers reported that students did not exhibit necessary decoding skills to be fluent readers. It was also noted that students did not demonstrate use of higher order thinking skills when responding to comprehension activities. A review of solution strategies suggested by cited authors, combined with an analysis of the problem setting, resulted in the selection of three categories of intervention: Instruction on the Four Block Method to improve student's decoding skills, the use of graphic organizers, and questioning techniques to increase student comprehension levels. The results of the implementation of the Four Block Method, graphic organizers, and questioning techniques were positive. Based on the presentation and analysis of the data, the teachers believe that the implementation of the strategies was very beneficial in helping students acquire decoding and comprehension skills necessary to become proficient readers. (Contains 29 references, 2 figures, and 5 tables of data. Appendixes contain first grade high frequency words; checklists; the four components of a balanced reading and language arts classroom; a story summary guide recording chart; an oral reading assessment; a summary rubric; story maps; and a list of words for each level of the taxonomy.) (Author/RS)

ED 454 504

CS 014 425

Ferguson, Iyla

**Building Background Knowledge To Improve Reading Comprehension through Use of Technology.**

Pub Date—2001-05-00

Note—71p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Action Research, Classroom Communication, Educational Technology, Grade 1, \*Instructional Effectiveness, Primary Education, Prior Learning, \*Reading Comprehension, \*Reading Improvement, \*Reading

Readiness, \*Reading Writing Relationship, Thinking Skills

This study describes a program designed to increase student background knowledge in order to improve reading comprehension. The targeted first grade class is located in a Midwest, middle class, metropolitan community. More than half of the school's population is identified as low-income. Evidence for the existence of the problem was obtained through pre- and post-graphic organizer activities to determine theme vocabulary; a home survey; and literacy checklists for readiness and journal writing. Analysis of probable causes was evidenced by teachers' observations of students demonstrating a lack of literacy readiness skills usually acquired from home. Teachers reported a deficiency in language development, background knowledge, higher order thinking levels, and reading and writing connections. After reviewing professional literature and analyzing the targeted learners, a decision was made to select two interventions: implementing learning strategies to enhance background knowledge and language development, and strengthening the reading and writing connection. Post intervention data indicated increased thematic background knowledge and associated vocabulary, improved classroom discussions, increased confidence in attacking higher order skills, improved peer interaction socially and verbally, and an improved comfort level for technology. (Contains 34 references, 9 figures, and 2 tables of data. Appendixes contain word lists; a semantic map; a blank journal page; screen captures; pre- and post-tests; and a lesson plan on pumpkins.) (Author/RS)

ED 454 505

CS 014 426

Elsea, Becky

**Increasing Students' Reading Readiness Skills through the Use of a Balanced Literacy Program.**

Pub Date—2001-05-00

Note—55p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Action Research, \*Instructional Effectiveness, Journal Writing, Kindergarten, Primary Education, \*Reading Aloud to Others, \*Reading Improvement, \*Reading Instruction, \*Reading Readiness, \*Writing Instruction

Identifiers—\*Balanced Reading Instruction, Guided Reading Procedure, Shared Reading

This report describes a literacy program that provides readers with materials and instructions that fit their individual levels of development. The targeted population consists of kindergarten students in a northwest suburb that is characterized by higher than average household earnings, highly educated residents, and a population encompassing all ages, occupations, and incomes. The children enter school displaying a wide range of reading readiness skills. Evidence includes running records that track each child's reading level, writing samples, and checklists that show children's understanding of print concepts and letter-sound relationships. Analysis of probable cause data reveals that a child's environment impacts literacy learning. Literacy development of children begins before formal schooling and is influenced by the quantity and quality of literacy-related experiences in the home environment. Parent involvement, preschool experiences, children's interests and strengths, and available materials are factors in a child's understanding of literacy. A review of solution strategies suggests a balanced literacy program. Through readalouds, shared reading, guided reading groups, interactive writing, and independent writing and reading, children will be provided with several kinds of reading and writing experiences. Post intervention data indicate an increase in student letter recognition and knowledge of letter and print concepts. The concepts about print the students learned during shared reading and writing experiences were transferred to journal writing and independent reading time. This is evidenced in the students' increased scores on their writing rubrics

and the text levels. (Contains 18 references and 15 tables of data. Appendixes contain a permission letter; checklists; a running record sheet; and a sample writing rubric.) (Author/RS)

**ED 454 506** CS 014 428

Ballard, Christine Jacobs, Kathleen

**Improving Students' Reading Fluency through the Use of Phonics and Word Recognition Strategies.**

Pub Date—2001-05-00

Note—109p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—Action Research, Decoding (Reading), Grade 1, Grade 3, Parent Participation, \*Phonics, Primary Education, Reading Aloud to Others, \*Reading Improvement, \*Reading Instruction, Reading Research, \*Recreational Reading, Urban Education, Vocabulary Development, \*Word Recognition

Identifiers—Phonemic Awareness, \*Reading Fluency

This study describes a program designed to improve student reading fluency. The targeted population consisted of first and third grade students in a growing urban community in the Midwest. Evidence for the existence of the problem included standardized test scores and independent computer reports that measured academic achievement, phonic assessments that measured phonemic awareness, reading assessments that measured fluency, a parent survey to determine home literacy experiences, anecdotal records and observations to measure student growth, and portfolios to display student achievement. Analysis of probable causes was evidenced by teachers' observations of students' inability to read fluently and sound out new words. Teachers reported that students could not spell well or recognize common vocabulary. Students displayed low levels of recreational reading. A review of solution strategies suggested by cited authors, combined with an analysis of the problem setting, resulted in the selection of four categories of intervention: Instruction in decoding skills to increase students' ability to sound out or recognize new words; use of a traveling book program to enhance recreational reading; practice with sight words to improve student vocabulary; and read orally to improve fluency. Post intervention data indicated an increase in student phonemic awareness, an improvement in home literacy experiences, an increase in student vocabulary, and an advancement of student fluency levels. The researchers recommend using reading instruction that develops phonemic awareness, sight word drills that practice grade appropriate vocabulary, and reading activities that promote family involvement. (Contains 24 references, 5 tables, and 5 figures of data. Appendixes contain fluency charts, word lists, first and third grade developmental screening instruments; survey instruments; sample lessons and games; checklists; charts; record sheets; and a sample book bag journal page.) (Author/RS)

**ED 454 507** CS 014 433

Barrett, Katherine B.

**Using Technology and Creative Reading Activities to Increase Pleasure Reading among High School Students in Resource Classes.**

Pub Date—2001-07-10

Note—81p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—Computer Uses in Education, High School Students, High Schools, \*Instructional Effectiveness, Poetry, Reading Aloud to Others, \*Reading Attitudes, \*Reading Improvement, Reading Research, \*Recreational Reading, World Wide Web

This dissertation was designed to encourage resource students to read more books for pleasure. Resource students in the writer's high school

did not read many books for pleasure. Students had short attention spans and found it difficult to finish school assignments without encouragement. They also found reading difficult and often said they did not like to read. The writer developed creative reading activities, many of which included the use of technology. Students were shown a weekly video tape of community leaders modeling the importance of reading. Students typed their writing assignments using Word, created PowerPoint presentations describing a career, wrote to a favorite author, wrote book reviews, interpreted poetry, wrote poetry, and illustrated poetry. All projects created on the computer or digital pictures of students were linked to their Reading Web pages saved on their computer disks. Students also participated in a Drop Everything and Read (DEAR) Program, participated in a poetry reading, and read to a group of preschool children. Analysis of the data revealed that although not as many library books were checked out as predicted, resource students did read more and enjoyed using technology to complete reading activities. (Contains 91 references. Included in the appendices are a student reading questionnaire, a rubric for critiquing a career PowerPoint presentation, a letter to community leaders, a letter to the local poetry club, and a letter to a day care center.) (RS)

**ED 454 508** CS 217 153

Hunt, Russell A.

**Affordances and Constraints of Electronic Discussions.**

Pub Date—1999-06-17

Note—11p.; Revised version of a paper presented at the Inkshed Working Conference (13th, Hecla Island, Manitoba, Canada, May 1996).

Available from—For full text: <http://www.stthomasu.ca/~hunt/hndraft.htm>

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Communication Problems, \*Computer Mediated Communication, \*Discussion Groups, Electronic Mail, Higher Education, World Wide Web

Identifiers—Communication Behavior, \*Writing Contexts

The most common consequence of setting up an "electronic discussion group" for a university class or a group of faculty is a flurry of initial greetings followed by an enduring silence. Only a small proportion of computer users are active and sophisticated enough to read regularly and feel disposed to participate actively. Written discussion may itself be a contradiction in terms. Also, producing coherent discourse seems to require looking back at text that has already been produced. For a writer, part of the generative power of written text is to be always looking at the same ideas, in their particular situation, in a new way. Electronic discussion programs make it difficult for participants to build on the past, directing participants' attention relentlessly forward. There are at least three broad categories of discussion programs: "bulletin board" types, "newsreaders," and e-mail-based discussion lists. There are differences among these types, but in all three cases, when the messages are read is up to the reader. A program called HyperNews, under development at the University of Illinois, offers users a different, more immediately visual way of presenting the list of read and unread postings, based on the cross-platform flexibility and graphic capabilities of the World Wide Web and Web-browsing programs. Such programs make possible a number of activities that older programs for conducting, constructing, and recording text-based discussions do not. It seems a testable hypothesis that people participating in the rhetorical situation afforded by a program like HyperNews will invent a genre of discourse that will be perceptibly different from those invented in other situations. (NKA)

**ED 454 509** CS 217 154

Hunt, Russell A. Hejl, Peter

**The State of the Art in Empirical Studies of Literature: The Emergence of an International and Interdisciplinary Scholarly/Scientific "Field": A Progress Report.**

Pub Date—1996-08-00

Note—6p.; Paper presented at the Biannual Conference of the International Society for the Empirical Study of Literature—IGEL (5th, Morley, Alberta, Canada, August 1996).

Available from—For full text: <http://www.stthomasu.ca/~hunt/igel96.htm>

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Discourse Communities, \*Intellectual Disciplines, \*Interdisciplinary Approach, \*International Studies, \*Literature, \*Scholarship

Identifiers—\*Empirical Research, Researcher Role

This paper describes the present "state of the art" of the field of "empirical studies of literature" and explains how this state has come about, given the interdisciplinary and international character of the groups involved. This entails looking at the relationships among, for example, the disciplinary and national influences on the nature of the work done in the community and on the relations between its members. The field can be described as an emerging discourse community (a social system with a "syn-referential domain")—that is, researchers in the field share a set of assumptions about what the "subject matter" of the field is, what questions are important to ask about it, and what answers to those questions are valuable. The paper outlines how researchers propose to do this research and suggests some hypotheses. (NKA)

**ED 454 510** CS 217 155

Hunt, Russell A.

**On the Origin of Genres by Natural Selection: Inventing Genres Online.**

Pub Date—1998-01-00

Note—7p.; Paper presented at the International Symposium on Genre: Literature and Literacy (2nd, Vancouver, British Columbia, Canada, January 1998).

Available from—For full text: <http://www.stthomasu.ca/~hunt/sfu/origin.htm>

Pub Type—Reports - Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Audience Awareness, \*College English, \*Computer Mediated Communication, \*Computer Uses in Education, Discourse Analysis, Higher Education, \*Listservs, \*Writing Strategies

Identifiers—\*Genre Studies

The study of discourse genres as social action has steadily displaced more traditional views of genre, proposing the organic and ecological model that any consistent pattern of response to a recurrent rhetorical situation might constitute a genre. Observation of the life cycles of genres as transient social events can occur in a classroom using improvisational, dialogic, and situationally embedded writing strategies, and it is especially powerful where writing is mediated by computer networks, such as in a network-mediated class discussion. Electronic postings differ from paper-based bulletins in that they are public documents and the only requirements are that the message be substantial and thoughtful. Observable changes in student writing from paper to electronic discussion media include: (1) less summarizing; (2) increasing awareness of audience; and (3) more creative message titles. (EF)

**ED 454 511** CS 217 156

Hunt, Russell A.

**Conditions of Reception: The Strange Case of "Mons, Anzac, and Kut."**

Pub Date—2000-00-00

Note—10p.

Available from—For full text: <http://www.stthomasu.ca/~hunt/anzac.htm>

Pub Type—Reports - Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Cultural Context, Group Discussion, Higher Education, Introductory Courses,



\*Poetry, \*Reader Response, Reader Text Relationship  
 Identifiers—Reading Logs, \*Response to Literature, Text Factors, Wister (Owen)

This paper discusses an Owen Wister poem published in 1920 in "The Atlantic Monthly" and brought to the attention of a university class without any information as to its context or its references, and read in various ways by various individuals, as information about the poem's context was gradually discovered. The central issue explored in the paper is the role of that information and the way in which it either is, or is not, relevant to different readers depending on their own enculturation into the society of readers of poetry. The paper first provides the context of the poem's discovery—in a class which is an interdisciplinary introduction to university study and to the culture of academia and scholarship—and tells the story of the poem's discovery by a student who was browsing through back issues of "The Atlantic Monthly" and who probably did not realize that it was not a new poem. As part of the class, students wrote "reflections" on their readings in reading logs meant for anyone in the class to read. The paper describes two class seminars in which the poem and its context were discussed. (NKA)

**ED 454 512** CS 217 157

Hunt, Russell A.

**Collaborative Exploration in Public: Writing, Reading and Learning through Written Transactions.**

Pub Date—2000-06-15

Note—9p.; Paper presented at the Annual Meeting of the Society for Teaching and Learning in Higher Education (Ste. Catharines, Ontario, Canada, June 14-17, 2000).

Available from—For full text: <http://www.stthomasu.ca/~hunt/stlhepr.htm>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*College English, Course Descriptions, Educational Assessment, \*English Literature, Higher Education, Internet, \*Outcomes of Education, \*Reading Assignments, Reading Writing Relationship, \*Writing Assignments  
 Identifiers—\*Purpose (Composition)

An intensive college English Literature course provided a special learning opportunity through its innovative reading and writing assignments. From the beginning, students learned by individually selecting, finding, and reading texts and writing descriptive reports intended for class sharing and interaction. The final project involved a formal essay synthesizing learning across the semester, and these essays were posted on a class Web site. By organizing student writing in this manner, the following kinds of learning are likely to occur: (1) student understanding of explicitly defined course subject matter will be deepened; (2) students will gain understanding of the creation, preservation, and exchange of knowledge; (3) student writing and reading will improve; and (4) student familiarity and comfort with computers and networks will deepen. Such course organization creates a situation in which writing serves social and intellectual purposes and the personal and developmental needs of students. (EF)

**ED 454 513** CS 217 158

Hunt, Russell A.

**"Does This Count as an Occasion?" Engaging Students in the Culture of the Campus.**

Pub Date—1999-10-16

Note—6p.; Paper presented at the Atlantic Universities' Teaching Showcase (October 16, 1999).

Available from—For full text: <http://www.stthomasu.ca/~hunt/aaupres.htm>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*College English, \*College Freshmen, \*Cultural Activities, Higher Education,

Instructional Effectiveness, \*Listservs, \*Student Participation, \*Writing Assignments  
 Identifiers—\*Learning Communities

The Aquinas Program is an 18-credit first year college learning community which provides a more effective way of ensuring support for first-year students in becoming members of the academic community. One of the most successful innovations of the program is an assignment called Occasions, in which a student convinces a certain number of other students to attend a local public event and then to write about the experience. The student then reads the others' reflections and writes a response, which is posted to an electronically-based class discussion. Benefits of this assignment include: (1) students' choice and organization of their own Occasions; (2) written reflections as public documents because they are posted to a web-based discussion; (3) increased writing fluency; (4) increased campus activity involvement; (5) larger poetry reading audiences; (6) student discussion about events and ideas; (7) wider student awareness of intellectual culture; and (8) increased ability to make connections between disparate experiences. (EF)

**ED 454 514** CS 217 378

Hunt, Russell A.

**Talking about Curriculum, Thinking about Teaching.**

Pub Date—2000-02-15

Note—10p.; Lecture presented at a meeting at the University of New Brunswick/St. Thomas University (Fredericton, New Brunswick, Canada, February 15, 2000).

Available from—For full text at <http://www.stthomasu.ca/~hunt/unbnotes.htm>.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Curriculum Development, English Departments, \*Faculty Development, Higher Education, Instructional Improvement, \*Personal Narratives, \*Reflective Teaching, \*Teacher Improvement

Identifiers—\*Faculty Attitudes, Outstanding Teachers, \*Saint Thomas University NB, Teaching Perspectives

This lecture, by a professor of English and literature who is a recipient of the AAU (Association of Atlantic Universities) Instructional Leadership Award, states that the lecturer does not have a lot of faith in faculty development as a way of improving university teaching. The lecture also states that the professor is generally skeptical of lectures by outstanding professors—like the one he is giving. The lecture focuses on the professor's objections to faculty development (and he once was a faculty development officer), especially when there are lots of faculty members who have not the slightest interest in improving their teaching. There are many professors who do not believe it is their responsibility to be wonderful teachers; they believe that university students should be wonderful learners and that wonderful learners will learn from pretty well anybody who understands a discipline or area of knowledge. As an example, the lecture recounts the educator's experience when he was involved in a revision of the course numbering system at St. Thomas University (New Brunswick, Canada). It also gives the example of developing English department curricula. The lecture suggests that if situations are arranged in which people talk about learning in the context of "collaborative investigation," as opposed to the context of attention to individual, isolated teachers, everybody's attention will be directed to something other than whether an individual professor's teaching is "up to snuff." (NKA)

**ED 454 515** CS 217 379

Hunt, Russell A.

**What Is "Inkshedding"?**

Pub Date—1999-05-00

Note—7p.; Paper presented at the Annual Inkshed Working Conference (16th, Mont Gabriel, Quebec, Canada, May 6-9, 1999).

Available from—For full text: <http://www.stthomasu.ca/~hunt/dialogic/inkshed.htm>.

[masu.ca/~hunt/dialogic/inkshed.htm](http://www.stthomasu.ca/~hunt/dialogic/inkshed.htm).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Audience Awareness, \*Classroom Techniques, \*Free Writing, Higher Education, \*Writing Processes, \*Writing Strategies

"Inkshedding" grew out of a process of trying to make "freewriting" into something dialogically transactional. The idea was to give writing a social role in a classroom, and thus to create a situation in which the writing was read by real readers, to understand and respond to what was said rather than to evaluate and "help" with the writing. In classes students were asked to freewrite in response to a shared experience—a reading, a class discussion, an event—and then pass the freewritten texts around and ask readers to mark passages in which the writer said something that seemed interesting or new. The word "inkshedding" comes from the Oxford English Dictionary. The ways in which inkshedding functions—and the ways it has been substantiated—have grown and changed since then. One important way was that text composed in such a situation has more likelihood, even with novice writers, to be formed with an anticipation of audience. A number of ways of organizing situations to make the reading more central and more influential—more salient—have evolved. Some publications now deal in more or less explicit and extended ways with inkshedding. (NKA)

**ED 454 516** CS 217 466

Patterson, Leslie M. Mallow, Frances E.

**Teaching Every Child: A Guide for Literacy Teams Grades 1-3. Bill Harp Professional Teachers Library.**

Report No.—ISBN-1-929024-28-2

Pub Date—2001-00-00

Note—120p.

Available from—Christopher-Gordon Publishers, Inc., 1502 Providence Highway, Suite 12, Norwood, MA 02062 (\$16.95). Tel: 800-934-8322.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—\*Emergent Literacy, Primary Education, Reading Difficulties, \*Reading Instruction, \*Teacher Collaboration, Teamwork, \*Writing Instruction

This book describes the use of Literacy Teams, teams of teachers and others who systematically look for ways to help one another and draw on a wide range of campus and community resources to help children struggling to learn to read. The book is written to help teachers, parents, reading specialists, counselors, and principals to work together in the collaborative puzzle solving process of teaching children to read. After a letter to readers, chapters in the book are: (1) Literacy Teams: Puzzling over Kids' Needs; (2) Thinking about Support for Young Readers and Writers; (3) Kids Who Just Sit and Watch; (4) Kids Who Don't Seem to Care; (5) Kids Who Don't Know How Written Language Works; (6) Kids Who Are Reluctant to Write; (7) Kids Who Don't Get the Big Picture When They Read; (8) Kids Who Don't Use Visual and Structural Cues to Make Meaning; (9) Kids Who Know about Letters and Sounds and Still Can't Read; (10) Kids Who Have a Little Experience with "School English"; and (11) Solving Puzzles, Changing Lives. (Contains 45 references.) (RS)

**ED 454 517** CS 217 535

Brown, Les M.

**Writing through Modeling: Using Various Scholarship Enhancement Programs and Activities to Build Writing Interest and Skill.**

Pub Date—2001-06-00

Note—9p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Academic Discourse, \*Curriculum Enrichment, Discourse Communities, Higher Education, \*Scholarly Communication, \*Schol-



arship, Undergraduate Students, \*Writing Across the Curriculum, \*Writing Skills Identifiers—Writing Models

This paper focuses on the efforts at Gardner-Webb University in North Carolina to extend the writing efforts of a writing across the curriculum (WAC) retreat into a greater matrix of scholarly activity, not only in the classroom but outside as well. Noting that the initial idea was that an intensive year of emphasizing scholastic activity could raise the level of scholarly awareness and build an understanding of its range beyond the conventional classroom throughout the University, the paper states that the title "Year of the Scholar" emerged, and WAC faculty reached agreement to present the concept to others on campus. According to the paper, the administration offered both moral and financial support, and allowed the faculty to develop their own ideas. The paper explains that some projects, such as the undergraduate journal, "The Gardner-Webb Review," and the annual Scholarship Showcase and Colloquium highlight student writing, while other activities focus on offering accessible models of scholarly discourse to students in expanded contexts. It lists some of these activities, such as a scholarly lecturer series, a film festival featuring award-winning films, a lunch time discussion with scholars, a freshman essay contest, and multicultural evenings, and it discusses these activities in the context of modeling writing across the curriculum. The paper finds that the "Year of the Scholar" programs and activities support their organizers' ideals in moving toward a goal of intellectualizing the totality of the University experience. (NKA)

ED 454 518

CS 217 536

Bergmann, Linda S.

**The Value of WPA Work: Theory, Practice, Discourse—and the Person.**

Pub Date—2001-03-00

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meetings Papers (150) EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Administrator Role, Higher Education, \*Program Administration, Rhetorical Criticism, Scholarly Writing, \*Theory Practice Relationship, \*Writing Instruction Identifiers—Intellectual Realism, Lifewriting, Textual Analysis

One writing program administrator (WPA) is convinced that writing program administration constitutes, for the most part, "intellectual work," and that this intellectual work develops a specific kind of understanding that is particularly valuable to those who possess it. WPAs mediate daily between theory, practice, institutional necessities, and personal needs and values, and this can result in a particular kind of intellectual insight. This particular WPA finds that her 12 years of work have transformed the way she reads and analyzes texts and made her acutely conscious of how texts work in the world and how the writing of texts affects writers' lives. She has adapted rhetorical analysis to negotiate between the text, the world, and the writer in ways she would not have imagined a decade and a half ago. Her textual research has dealt with life writing. Her studies of exploration narratives and in particular her research on the papers of Elizabeth Agassiz investigate how genres of nonfiction like biography and exploration narratives were produced, how they have functioned in the institutional or professional contexts in which they circulated, and how they have positioned their authors as professionals. Agassiz's work on the biography of her husband, Louis Agassiz, suggests that developing this academic voice and academic presence was a good thing for her. Theorizing her own experiences with writing program administration has led this particular WPA to think about and shape her writing programs—WPAs know that programs are not developed, courses are not taught, and ideas are not generated without resting at least one foot in theory and one foot in this unofficial underbelly of talk, feedback, and gossip. (NKA)

ED 454 519

CS 217 585

Gonzalez, Roseann Duenas, Ed.

**Language Ideologies: Critical Perspectives on the Official English Movement. Volume 2: History, Theory, and Policy.**

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-2679-0

Pub Date—2001-00-00

Note—465p.; Edited with Ildiko Melis. Foreword by Henry A. Giroux. See ED 447 481 for volume 1.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 26790-3050: \$28.95, members; \$38.95, nonmembers). Tel: 800-369-6283 (Toll Free); Web site <http://www.ncte.org>. Pub Type—Collected Works - General (020)

EDRS Price — MF01/PC19 Plus Postage.

Descriptors—Adult Education, Bilingual Education, \*Cultural Pluralism, Educational Legislation, Educational Policy, Educational Practices, Elementary Secondary Education, English (Second Language), \*English Only Movement, Foreign Countries, Ideology, \*Language Attitudes, \*Language Role, Official Languages, Public Schools

Identifiers—\*Educational Issues, \*Language Policy, South Africa, Spain, Teaching Perspectives

This collection of essays addresses the complicated and divisive issues at the heart of the debate over language diversity and the English Only movement in United States public education. Blending social, political, and legal analyses of the ideologies of language with perspectives on the impact of the English Only movement on education and in classrooms at all levels, the collection offers a wide range of perspectives that teachers and literacy advocates can use to inform practice as well as policy. The essays in volume 2 explore the political, legislative, and social implications of language ideologies, focusing in particular on the implications for policymakers and language-program administrators. Essays in part 1, Update and Document, are: (1) "Language Legislation and Language Abuse: American Language Policy through the 1990s" (Dennis Baron); (2) "Statement on the Civil Liberties Implications of Official English Legislation before the United States Senate Committee on Governmental Affairs, December 6, 1995" (Edward M. Chen); and (3) "Acquiring a Slice of Anglo-American Pie: A Portrait of Language Shift in a Franco-American Family" (Robert S. Williams and Kathleen C. Riley). Essays in part 2, Language, Justice, and Law, are: (4) "Social Justice, Language Policy, and English Only" (David Corson); (5) "The New American Spanish War: How the Courts and the Legislatures Are Aiding the Suppression of Languages Other Than English" (Juan F. Perea); (6) "Bilingual Individuals and Language-Based Discrimination: Advancing the State of the Law on Language Rights" (Guadalupe Valdes); and (7) "Shooting Themselves in the Foot: Consequences of English Only Supporters 'Going to Law'" (Randy H. Lee, and David F. Marshall). Essays in part 3, Language and Ideology, are: (8) "Lessons from Colonial Language Policies" (Alastair Pennycook); (9) "Three Newspapers and a Linguist: A Folk Linguistic Journey into the Land of English as the Official Language" (Lynn M. Goldstein); (10) "The Racializing Function of Language Panics" (Jane H. Hill); and (11) "Analyzing the Rhetoric of the English Only Movement" (Amanda Espinosa-Aguilar). Essays in part 4, Official English, Official Language, and the World, are: (12) "Not Only English: English Only and the World" (Robert B. Kaplan and Richard B. Baldauf, Jr.); (13) "Language and Democracy in the USA and the RSA" (Geneva Smitherman); and (14) "The 'Normalization' of Minority Languages in Spain" (Cynthia Miguez). An afterword, "Lessons, Caveats, and a Way Forward" by Thomas Ricento, is attached. (RS)

ED 454 520

CS 217 586

Boran, Sibel, Ed. Comber, Barbara, Ed.

**Critiquing Whole Language and Classroom Inquiry. WLU Series.**

National Council of Teachers of English, Urbana, IL.

na, IL.

Report No.—ISBN-0-8141-2342-2

Pub Date—2001-00-00

Note—352p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 23422-3050: \$28.95, members; \$38.95, nonmembers). Tel: 800-369-6283; Web site <http://www.ncte.org>. Pub Type—Collected Works - General (020)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—Critical Reading, Elementary Education, \*Inquiry, \*Literacy, Multicultural Education, \*Politics of Education, Reading Instruction, \*Whole Language Approach, Writing Instruction, Writing Workshops

Identifiers—\*Critical Inquiry, Social Justice

This book, part of the Whole Language Umbrella Series, offers a critical reexamination of "inquiry" and "whole language" as tools for rethinking literacy, schooling, and humanistic citizenship in the complexities of today's multicultural world. The essays in the book explore the political implications of literacy theories and practices by asking what kinds of inquiries promote or hinder the acquisition of literacies as tools for envisioning, critically exploring, and reconstructing knowledge and societies that are socially just. After an introduction ("The Inquirers and Their Questions" by the editors), essays in the book are: (1) "What Education as Inquiry Is and Isn't" (Jerome C. Harste); (2) "Curriculum as Inquiry" (Kathy G. Short and Carolyn L. Burke); (3) "The Journey from Pedagogy to Politics: Taking Whole Language Seriously" (Susan M. Church); (4) "What's It Going To Be?" (Patrick Shannon); (5) "Critical Inquiry or Safe Literacies: Who's Allowed To Ask Which Questions?" (Barbara Comber); (6) "Writing for Critical Democracy: Student Voice and Teacher Practice in the Writing Workshop" (Timothy J. Lensmire); (7) "Classrooms in the Community: From Curriculum to Pedagogy" (Timothy Shannon and Patrick Shannon); (8) "I Knew That Already: How Children's Books Limit Inquiry" (Jennifer O'Brien); (9) "Examining Poverty and Literacy in Our Schools: Janice's Story" (Connie L. White); (10) "Classroom Inquiry into the Incidental Unfolding of Social Justice Issues: Seeking Out Possibilities in the Lives of Learners" (Vivian Vasquez); (11) "Our Kinds of Questions You Wouldn't Find in a Book" (Robyn Jenkin); (12) "Young Researchers in Action" (David Wray, Maureen Lewis, with Carolyn Cox); (13) "Different Cultural Views of Whole Language" (Lee Gunderson); and (14) "Inviting Reflective Global Inquiries: Politicizing Multicultural Literature, Mediated Student Voices, and English Literacies" (Sibel Boran). (RS)

ED 454 521

CS 217 587

Dudley-Marling, Curt, Ed. Edelsky, Carole, Ed.

**The Fate of Progressive Language Policies and Practices.**

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-1673-6

Pub Date—2001-00-00

Note—390p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 16736-2050: \$28.95, members; \$38.95, nonmembers). Tel: 800-369-6283 (Toll Free); Web site <http://www.ncte.org>. Pub Type—Collected Works - General (020)

EDRS Price — MF01/PC16 Plus Postage.

Descriptors—\*Bilingual Education Programs, Elementary Secondary Education, English Instruction, \*Language Arts, Language Attitudes, \*Politics of Education, Program Descriptions, Program Implementation, \*Progressive Education, Sexism in Language

Identifiers—Critical Literacy, \*Language Policy, Students Right to Their Own Language (CCCC)

Noting that progressive language policies have encountered and will always encounter fierce resistance, this book presents a collection of essays by progressive language educators, theorists, and policymakers that reflect on the fate of progressive language practices and policies. Part 1 comprises three

contextualizing chapters that provide a theoretical and historical backdrop. The "insider" stories of part 2 show how local activity plays a major role in determining the outcomes of projects. Essays in part 1, *Progressive Language Projects: Some Framing Issues*, are: (1) "Turn, Turn, Turn: Language Education, Politics, and Freedom at the Turn of Three Centuries" (Patrick Shannon); (2) "Progressivism, Critique, and Socially Situated Minds" (James Paul Gee); and (3) "What Is Progressive about Progressive Education?" (John Willinsky). Essays in part 2, *Progressive Language Projects: Some Stories*, are: (4) "Schooling Disruptions: The Case of Critical Literacy" (Barbara Comber, Phil Cornack, and Jennifer O'Brien); (5) "Desegregation versus Bilingual Education: The Struggles of a School Community" (Caryl Gottlieb Crowell and Robert C. Wortman); (6) "The Struggle for Fraternity School" (Bob Peterson); (7) "The Dool School Story" (Jane S. Carpenter and Elena R. Castro); (8) "A Dual Language Program in Phoenix and How It Grew" (John W. Wann, Irma Rivera-Figueroa, Juan Sierra, Brenda Harrell, and Martha R. Arrieta); (9) "Power, Politics, and the Demise of Progressive Education" (Frank Serafini and Carolyn J. Rogers); (10) "Politics and the English Language Arts" (Sheridan Blau); (11) "First-Language Support in the Curriculum" (Nanci Goldman, Joyce Rogers, and Brian A. Smith); (12) "The Rainbow Curriculum: Politics over the Rainbow" (Barbara Gerard); (13) "Two News, Two Views of Toronto Schools: Learning from Broadcast News (or, Lessons on Becoming Articulate)" (Don Dippo); (14) "Sexism in English: A Good News/Bad News Story" (Alleen Pace Nilsen); (15) "Students' Right to Their Own Language: A Retrospective" (Geneva Smitherman); (16) "In a Contact Zone: Incongruities in the Assessment of Complex Performances of English Teaching Designed for the National Board for Professional Teaching Standards" (Anthony R. Petrosky and Ginette Delandshere); and (17) "The International Problems of Shifting from One Literacy to Another" (Miles A. Myers). (RS)

**ED 454 522** CS 217 588

Curry-Webb, Allen

**Literature and Lives: A Response-Based, Cultural Studies Approach to Teaching English.** National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-2964-1

Pub Date—2001-00-00

Note—236p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 29641: \$21.95 members; \$28.95 nonmembers). Tel: 800-369-6283 (Toll Free); Web site <http://www.ncte.org>.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Opinion Papers (120)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—\*Classics (Literature), \*English Instruction, Higher Education, \*Literary Criticism, \*Reader Response, Secondary Education, Thematic Approach, \*World Literature

Identifiers—Controversial Topics, \*Cultural Studies, Multicultural Literature, Response Centered Classroom, \*Response to Literature

Telling stories from secondary and college English classrooms, this book explores the new possibilities for teaching and learning generated by bringing together reader-response and cultural-studies approaches. The book connects William Shakespeare, Charles Dickens, Mark Twain, and other canonical figures to multicultural writers, popular culture, film, testimonial, politics, history, and issues relevant to contemporary youth. Each chapter contains brief explications of literary scholarship and theory, and each is followed by extensive annotated bibliographies of multicultural literature, approachable scholarship and theory, and relevant Internet sites. Each chapter also contains descriptions of classroom units and activities focusing on a particular theme, such as genocide, homelessness, race, gender, youth violence, (post)colonialism, class relations, and censorship; and discussion of ways in which students often respond to such "hot-button" topics. Chapters in the book are: (1) A Course in Contemporary World Lit-

erature; (2) Teaching about Homelessness; (3) Gendering the Curriculum: A Personal Journey; (4) Addressing the Youth Violence Crisis; (5) Shakespeare and the New Multicultural British and World Literatures; (6) "Huckleberry Finn" and the Issue of Race in Today's Classroom; (7) Testimonial, Autoethnography, and the Future of English; and (8) Conclusion. Contains approximately 350 references. Appendixes contain an email exchange between the author and a first year, inner-city teacher; a note to teachers on the truth of Rigoberta Menchu's testimonial; a brief account of philology; a 13-item annotated bibliography of readings in literary theory for English teachers; and lists of web sites exploring literary theory and cultural studies, supporting literature teaching, and for new teachers. (NKA)

**ED 454 523** CS 217 589

Ray, Katie Wood

**The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts).**

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-1317-6

Pub Date—2001-00-00

Note—286p.; Produced with Lester L. Laminack.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 13176: \$21.95 members; \$28.95 nonmembers). Tel: 800-369-6283 (Toll Free); Web site <http://www.ncte.org>.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**EDRS Price — MF01/PC12 Plus Postage.**

Descriptors—Class Activities, \*Classroom Techniques, \*Creative Writing, Elementary Education, \*Teacher Role, Writing Evaluation, Writing for Publication, \*Writing Instruction, \*Writing Processes, \*Writing Workshops

Identifiers—Voice (Rhetoric)

Designed to be a practical, comprehensive, and illuminating guide for both new and experienced teachers, this book confronts the challenges of the writing workshop head-on, with chapters on all aspects of the writing workshop, including: day-to-day instruction, classroom management, the development of writing identities, and the tone of workshop teaching. It is a book about being articulate—about a person's ability to think through what he or she is doing when he or she is doing it, so that practice can be improved. Woven between the chapters on teaching are the voices of published writers and commentators, reminding readers how writers do what they do. The book's early chapters explore why writing workshops exist; the next several chapters (5 through 8) help readers think through the workshop as a predictable event in the life of a classroom; Chapters 9 through 12 deal with curriculum knowledge for workshop teaching; and Chapters 13 through 16 examine the parts of the workshop where students and teachers talk about writing. The book's ending chapters (17 through 19) are meant to help readers work through issues related to the ongoing work that students are engaged in during workshops. (Contains a list of 65 suggested readings.) (NKA)

**ED 454 524** CS 217 590

Yokota, Junko, Ed.

**Kaleidoscope: A Multicultural Booklist for Grades K-8. Third Edition. NCTE Bibliography Series.**

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-2540-9; ISSN-1051-4740

Pub Date—2001-00-00

Note—244p.; For the previous edition, see ED 415 507. Produced with the Committee To Revise the Multicultural Booklist, NCTE.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 25409: \$21.95 members; \$28.95 nonmembers). Tel: 800-369-6283

(Toll Free); Web site <http://www.ncte.org>.

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—\*Adolescent Literature, Annotated Bibliographies, \*Children's Literature, Elementary Education, Ethnic Groups, \*Fiction, Multicultural Education, \*Nonfiction, \*Picture Books, Poetry

Identifiers—Information Books, \*Multicultural Literature, \*Trade Books

The third edition of this annotated bibliography collection offers students, teachers, and librarians a helpful guide to the best multicultural literature (published between 1996 and 1998) for elementary and middle school readers. With approximately 600 annotations on topics and formats including picture story books, realistic fiction, history and historical fiction, ceremonies and celebrations, biographies and autobiographies, informational books, poetry, and folklore, this collection continues the "Kaleidoscope" tradition of focusing on books by and about people of color—specifically African Americans, Latinos, Asian Americans, and Native Americans. Each annotation provides bibliographic information and an informative summary that encapsulates not only content but also ethnic focus, nationality, or country of origin. A 16-page insert featuring some of the covers of annotated books showcases the talents of designers and illustrators. The collection contains an author index, an illustrator index, a subject index, and a title index, and it lists award-winning books and publisher addresses. (NKA)

**ED 454 525** CS 217 591

Beers, Kylene, Ed. Lesesne, Teri S., Ed.

**Books for You: An Annotated Booklist for Senior High. Fourteenth Edition. NCTE Bibliography Series.**

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-0372-3; ISSN-1051-4740

Pub Date—2001-00-00

Note—439p.; Produced with the Committee on the Senior High School Booklist, NCTE. Foreword by Michael Cart. For the 13th edition, see ED 415 506.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 03723: \$24.95 members; \$34.95 nonmembers). Tel: 800-369-6283 (Toll Free); Web site <http://www.ncte.org>.

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

**EDRS Price — MF01/PC18 Plus Postage.**

Descriptors—\*Adolescent Literature, Annotated Bibliographies, \*Fiction, High School Students, High Schools, Independent Reading, Mass Media, \*Nonfiction, Reading Interests, \*Reading Material Selection, Recreational Reading

Identifiers—Information Books, Multicultural Materials, \*Trade Books

Beginning with a history of young adult literature and ending with a history of the National Council of Teachers of English (NCTE) "Books for You" booklist project, this fourteenth edition collection offers high school students, teachers, and librarians a comprehensive annotated list of more than a thousand books published between 1997 and 1999. Whether adventure, detailed how-to, helpful study guide for the SAT, historical account, biography, or fantasy, readers will find much to engage with and think about in the collection. In thematically arranged chapters, readers can explore through brief entries that include bibliographic information and informative summaries. Annotations in the book are grouped by subject into 33 thematic chapters, including "Adventures and Survival"; "Animals, Pets, and the Natural World"; "Colleges"; "Family Relationships"; "Historical Fiction"; "Math and Science"; "Poetry"; "Science Fiction"; "Sports and Sports Stories"; and "Writers and Writing." The collection's author, title, and subject indexes will assist readers looking for a particular author, book, or topic, and the appendixes provide additional useful material including a list of award-

winning books, URLs for publishing houses, and titles of multicultural books. (NKA)

**ED 454 526** CS 217 592

*Aranda, Lucia V.*

**The Languages U.S. Latino Literature Speaks.**

Pub Date—2000-02-00

Note—21p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Literature Section) (Houston, TX, February 21-26, 2000).  
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Bilingualism, \*Code Switching (Language), \*Cultural Context, \*Hispanic American Literature, Language Usage, Literary Criticism, Spanish Speaking

Identifiers—Bilingual Literature, \*Language Choice, \*Latinos

Of the bilinguals in the United States, 22 million are Spanish-English speakers. Spanish-English bilinguals have been producing literature in Spanish, in English, and gradually in mixtures of both languages from the earliest days of contact in the U.S. This paper explores manifestations and meanings of Spanish-English bilingualism in Latino literature and the sense of otherness that it expresses and that derives from it. The paper states that literary codeswitching in U.S. Latino literature—that is, the use of more than one language in a text—are choices the writer makes and that many instances are due to the need to reflect the immigrant experience. And it further states that Hispanic literature has produced the most varied and consistently codeswitched literature in the United States, although Chicanos, Puerto Ricans, and Cuban Americans all vary in the extent of their literary codeswitching. The main part of the paper considers diverse examples of literary codeswitching in Latino literature. According to the paper, there are many references to cultural separateness as a consequence of linguistic otherness in Latino literature. As a final point, the paper turns to the question of readership and codeswitching, and ventures a division of U.S. Latino literature into two main groups: a smaller one which would include non-Spanish-English bilinguals; and a larger one which would include English monolinguals. It calls for the elimination of the monolingual illusion of the Anglo-American canon. Contains a 28-item bibliography. (NKA)

**ED 454 527** CS 217 593

*Romero, Hector R.*

**Hispanic Literatures in the United States: Differences and Similarities.**

Pub Date—2000-02-00

Note—18p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Literature Section) (Houston, TX, February 21-26, 2000).  
Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, Cubans, \*Cultural Context, Higher Education, Hispanic Americans, \*Language Role, \*Literary Criticism, \*Mexican American Literature, Puerto Ricans

Identifiers—Chicanas, Chicanos, Language Choice, Latinas, Latinos, Nuyoricans, \*Puerto Rican Literature

Currently, the interest in the Latino literature written in the United States has been growing steadily. Many colleges and universities offer specific courses in these literatures, and their content varies from a concentration on a specific culture group to a more inclusive attempt to group all Latino writers under the same umbrella. This paper proposes to identify the differences and similarities among these diverse Latino writers. The paper states that Mexican-American, Puerto Rican, and Cuban-American writers comprise the three major groups usually combined under the Latino population of writers in the United States. It examines examples of authors and works from these three

major literatures in some detail. According to the paper, as themes, characters, narratives, and poetic voices found in these works are analyzed, many differences in the historical and social backgrounds projected in them are found. The paper finds that the use of language as a defining characteristic of the Latino writer's culture in opposition to the hegemonic one—Spanish versus English—is typical of Chicano culture, for example. And it states that most Cuban-American literature is the product of an exile experience, and this is a crucial event that shapes its development. The paper notes that the cultural identity and language of Puerto Ricans born in the United States (Nuyoricans), however, are determined by linguistic and cultural patterns already established. Cites 12 works. (NKA)

**ED 454 528** CS 217 594

*Grossman, Pam Thompson, Clarissa Valencia, Sheila*

**District Policy and Beginning Teachers: Where the Twain Shall Meet. CELA Research Report.**

National Research Center on English Learning and Achievement, Albany, NY; Center for the Study of Teaching and Policy, Seattle, WA.

Spons Agency—National Inst. on Student Achievement, Curriculum, and Assessment (ED/OERI), Washington, DC; National Inst. on Educational Governance, Finance, Policy-making, and Management (ED/OERI), Washington, DC.

Report No.—CTP-DOC-R-01-4

Pub Date—2001-06-00

Contract—R305A960005, R308B970003

Note—27p.

Available from—National Research Center on English Learning and Achievement, University at Albany, State University of New York, 1400 Washington Avenue, Albany, NY 12222. Web site: <http://cela.albany.edu>. For full text: [http://depts.washington.edu/ctpmail/Publications/PDF\\_versions/Community-GWW-01-2001.pdf](http://depts.washington.edu/ctpmail/Publications/PDF_versions/Community-GWW-01-2001.pdf).

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Beginning Teachers, Curriculum Development, Educational Change, Educational Environment, \*Educational Policy, Elementary Education, \*Language Arts, Longitudinal Studies, \*Teacher Administrator Relationship

This analysis considers what role district policy environments play in the lives of beginning teachers. As part of a longitudinal study of teacher learning in the language arts, the authors followed 10 teachers from their final year of teacher education into their first 3 years of teaching. In this paper, they examined the role that policies concerning curriculum, professional development, and mentoring in two reform-active districts played in shaping the experiences and concerns of three first-year language arts teachers. The questions asked in the study locate it at the intersection of two distinct literatures—the literature on beginning teachers and the literature on the relationship of policy and practice. Whereas other studies on beginning teachers concerns have taken a psychological perspective, focusing on the individual teacher as the explanatory factor, this study employs a more sociocultural view, looking at the broader contexts in which individual teachers work. The authors found that the two districts served powerful roles as teacher educators. The tasks the districts assigned the teachers, the resources they provided, the learning environments they created, the assessments they designed, and the conversations they provoked proved to be consequential for what the teachers came to learn about language arts teaching and teaching in general. (Contains 7 notes, 31 references, and a table of data.) (Author/RS)

**ED 454 529** CS 217 595

*Lund, David Angell, Verlinda Thompson Atwood, Karen*

**Integrating Computer Technology into a Balanced Literacy Approach: Beyond Interactive Books and Word Processors.**

Pub Date—2000-07-00

Note—17p.; Paper presented at the International Reading Association World Congress on Read-

ing (18th, Auckland, New Zealand, July 11-14, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Computers, Elementary Secondary Education, \*Literacy, \*Problem Solving, \*Reading Instruction, \*Whole Language Approach

Identifiers—\*Balanced Reading Instruction, \*Technology Integration

Until recently, computer technology has been used as a glorified worksheet, word processor, and CD-ROM interactive reader. Now, technology can move well beyond these basic functions into improving literacy skills and strategies, problem solving, and communication. This paper addresses methods in which a balanced literacy program, wherein the richness of whole language is combined with the structure of traditional approaches, can be augmented using technologies in new and exciting ways. The paper also considers some of the problems and difficulties teachers encounter in trying to advance the use of computer technology in the classroom. Contains 21 references. (NKA)

**ED 454 530** CS 217 596

*Norton, Lin S. Norton, J. C. W.*

**Essay Feedback: How Can It Help Students Improve Their Academic Writing?**

Pub Date—2001-06-00

Note—17p.; Paper presented at the International Conference of the European Association for the Teaching of Academic Writing across Europe (1st, Groningen, Netherlands, June 18-20, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Discourse, \*Feedback, Foreign Countries, Higher Education, Student Needs, \*Teacher Response, \*Writing Improvement, Writing Research

Identifiers—England, Tutor Role

One of the ways in which tutors can help students improve their academic writing is to give them positive and constructive feedback on their work. D. Hounsell, however, suggests that written comments may fail to connect because tutors' and students' perceptions of marking criteria can be very different. This paper reports on two research studies, both concerned with how lecturers can make their written feedback effective. The paper states that the first study (Norton and Norton, 2001) reports on the use of an essay feedback checklist as a means of more effectively targeting written feedback, while the second study, an earlier piece of research by L.S. Norton (1997), reports on how feedback was perceived by students and its effect on their motivation to improve their academic writing in subsequent essays. It explains that the first study was carried out in a psychology department of a university college in England with 61 first-year students and 65 third-year students (Figure 1 of 2 contains the essay feedback checklist). It also explains that the second study was conducted with 47 third-year psychology students (in stage 1) and continued (in stage 2) with 40 of the original group. The paper concludes that using the essay feedback checklist is worthwhile, and students are strongly affected by the grade they receive. (NKA)

**ED 454 531** CS 217 597

*Lloyd, Charles*

**Shaping Change in Attitudes: Self-Reflective Writing about Homosexuality.**

Pub Date—2001-06-31

Note—21p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Attitude Change, \*Cultural Context, \*Greek Civilization, Higher Education,



\*Homosexuality, Learning Activities, \*Scholarship, \*Student Attitudes, Units of Study  
 Identifiers—Controversy, \*Course Development, Personal Writing, \*Reflective Writing, Self Reflection

This paper discusses the reinvention of an existing course, Ancient Greek Civilization, to introduce undergraduates to current scholarship by inviting them to participate in the controversies which both divide and determine the discipline of classical studies. The paper states that the course is based on the philosophy in Gerald Graff's book, "Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education," which is that students deserve to see a discipline as a living group of scholars who regularly engage in antagonistic discourse that questions the assumptions, methods, and content derived from them. It explains that five areas of controversy within the classics discipline were chosen: (1) Greek social values; (2) gender studies in ancient culture and literature; (3) ancient "sexuality"; (4) ethnicity as defined by the controversy about Martin Bernal's "Black Athena"; and (5) orality versus literacy in ancient Greek society. The paper discusses why the unit of greatest interest to the professor/author is the one on ancient "sexuality" and how that unit explores homosexuality and the sometimes acerbic dialogue between constructionists and essentialists on the issue of how and to what extent sexuality for 5th-century Athenians is culturally constructed. According to the paper, students need some self-exploration before entering this disciplinary skirmish, and four strategies to achieve this self-examination—three involving personal, reflective writing—are suggested. The paper then details the rest of the unit material. Contains handouts and assignments, a questionnaire, journal guidelines, evaluation guidelines, and a sample journal entry. (NKA)

ED 454 532

CS 217 598

Yager, Lisa

**Stand Together or Apart: A Thematic Unit for "The Chocolate War" by Robert Cormier and "To Kill a Mockingbird" by Harper Lee.**

Pub Date—2001-05-00

Note—41p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Adolescent Literature, Class Activities, Comparative Analysis, \*Critical Reading, Learning Activities, Lesson Plans, \*Literary Criticism, \*Novels, Secondary Education, \*Thematic Approach, Units of Study, Vocabulary

Identifiers—"Chocolate War (The), Response to Literature, \*To Kill a Mockingbird

This thematic unit is all about what a classic novel about race relations in the 1930s American South, "To Kill a Mockingbird," and a frequently banned contemporary teen story about a candy sale, "The Chocolate War," have in common. The unit considers what people have in common, what it means to stand apart, and what individuals do when forced to choose. It takes student readers day-by-day and chapter-by-chapter first through "The Chocolate War" (39 chapters) and then through "To Kill a Mockingbird" (31 chapters). The unit gives vocabulary for each chapter, offers suggested activities following readings, presents post-reading questions for students, and lists topics for discussion or final essays. (NKA)

ED 454 533

CS 217 599

Gere, Anne Ruggles, Ed. Shaheen, Peter, Ed.

**Making American Literatures in High School and College. Classroom Practices in Teaching English, Volume 31.**

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-3042-9; ISSN-0550-5755

Pub Date—2001-00-00

Note—238p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 30429-1659; \$21.95 members; \$28.95 nonmembers). Tel: 800-369-

6283 (Toll Free); Web site <http://www.ncte.org>.  
 Pub Type—Collected Works - General (020)  
 EDRS Price—MF01/PC10 Plus Postage.

Descriptors—\*Anthologies, \*Classroom Techniques, \*Critical Reading, \*English Instruction, High Schools, Higher Education, Learning Activities, Teacher Role, \*United States Literature

Identifiers—Literary Canon, Response to Literature, Text Factors

This book is a collection of classroom-tested ideas for helping students explore how literature and "the canon" are made, what the term "American" means, and how the phrase "American literature" obscures the presence of multiple "literatures" that are both individually compelling and mutually enriching. Each section begins with an introductory essay. Following an introduction, the essays in Part 1, "A Gathering of Flowers: Making American Literature Anthologies," (A. R. Gere) are: (1) "What Students Need To Know about the Canon" (G. M. Seaman); (2) "Invitation To Anthologize" (M. Dyer); (3) "Anthologia" (L. Templeton); (4) "Making Literature with the Anthology" (T. Murnen); and (5) "A Case Study of American Literature Anthologies and Their Role in the Making of American Literature" (D. Winter). Essays in Part 2, "Learning about American Literature from Students and Learning about Students from American Literature" (P. Shaheen) are: (6) "The Puritans Have Nothing To Do with My Life" (K.K. Shuell); (7) "Students, American Identities, and Whiteness" (A.M. Harvey); (8) "Students, Narrative, Historical Longing: The Stories We (Americans) Tell about Ourselves" (D. Anthony); and (9) "The Education of Little Tree: A Real True Story" (P. Shaheen). Essays in Part 3, "Location, Location, Location" (S. Robbins) are: (10) "Popular Culture in the American Literature Class" (E. Martin); (11) "Making American Literatures in Middle School" (L. Schiller); (12) "Literature of Place and Place in Literature: Orienting Our Maps" (J. White); and (13) "The Good, the Bad, and the Ugly: Technology in the Classroom" (P. Shaheen). Essays in Part 4, "New Lives for Old Texts: Literary Pairings" (P. Shaheen) are: (14) "Looking for the Other Side: Pairing 'Gatsby' and 'Passing'" (R. Teague and C. C. O'Brien); (15) "Pairing William Faulkner's 'Light in August' and Art Spiegelman's 'Maus'" (B. Brown); (16) "Foreign Voices, American Texts: Translations" (A. Braun and T. Cummings); and (17) "Dorothea Lange to 'The Boss': Versions of 'The Grapes of Wrath'" (A. R. Gere). Essays in Part 5, "Professional Learning: or, What Happens When Teachers Ask, 'What Happens When...?'" (J. Wells) are: (18) "When It Doesn't All Go Smoothly" (J. Buehler); and (19) "Ex Libris: Graduate Student Collaborations with High School Teachers" (J. Wells and M. D. Sowder). An "Afterword: Where Do We Go from Here? Future Work for Making American Literatures" (S. Robbins) is attached. (NKA)

ED 454 534

CS 217 600

Wray, David

**Developing Factual Writing: An Approach through Scaffolding.**

Pub Date—2001-07-00

Note—9p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Children Writing, Classroom Techniques, Elementary Education, \*Nonfiction, \*Scaffolding (Teaching Technique), \*Writing Instruction, \*Writing Skills

Identifiers—Genre Approach

Most teachers would agree that children should undertake a wide range of types of non-fiction writing, but there are many questions about how this aim should be achieved and about how teachers can help children learn about the various structural demands of particular writing forms. "Writing frames" are one strategy which can help children use the generic structures of recounts, reports, instructions, explanations, persuasion, and instructions until they become familiar enough with these written structures to have assimilated them into

their independent writing repertoire. A writing frame consists of a skeleton outline to scaffold children's non-fiction writing. The writing frames concentrate on the six types of non-fiction genres identified by the Australian genre theorists, Christie (1989), Martin and Rothery (1986), and Rothery and Callaghan (1989). Children experience problems in practicing non-fiction writing. Writing frames are helpful to children of all ages and particularly useful with children of average writing ability and with those who find writing difficult. Use of a writing frame should always begin with discussion and teacher modeling, and not all children in a class will need to use a writing frame. Contains 21 references and some sample writing frames. (NKA)

ED 454 535

CS 217 601

Weinstein, Larry

**Writing at the Threshold: Featuring 56 Ways To Prepare High School and College Students To Think and Write at the College Level.**

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-5913-3

Pub Date—2001-00-00

Note—134p.; A companion web site is at <http://www.ncte.org/books/59133/resources>.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 59133-1659; \$17.95 members; \$24.95 nonmembers). Tel: 800-369-6283 (Toll Free); Web site: <http://www.ncte.org>.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—\*Classroom Techniques, Course Organization, \*Critical Thinking, High Schools, Higher Education, Learning Activities, \*Rhetoric, Teacher Role, Technical Writing, Theory Practice Relationship, \*Writing Improvement, \*Writing Instruction, \*Writing Skills

Identifiers—Writing Contexts

This book offers high school and college teachers both a philosophy of composition instruction and an immediately useful set of classroom-tested teaching ideas distilled from the author's 28 years of teaching writing. Throughout the book, two aims underlie all others: (1) to tap every student's inborn ability to think extensively and well; and (2) to help every student develop the skills he or she will need to "communicate" good thinking, to obtain a fair hearing from it. The book illuminates these aims by moving from brief reflections on inquiry-based learning to strategies for translating theory into practice in the classroom. It also offers a set of five course sequences, each proposing a different way to shape a whole writing course using methods discussed in the book. The book is designed for easy use by teachers—it is spiral bound and small in size, and, in addition, in some places a small computer icon indicates a reference to the author's Web site where a number of materials are collected that can be printed out, copied, and distributed to students directly. Contains 23 references. (NKA)

ED 454 536

CS 217 602

**What Was Columbus Thinking? [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Council of the Great City Schools, Washington, DC.

Pub Date—2001-00-00

Note—12p.

Available from—For full text: <http://edsite.net/neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055) — Historical Materials (060)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Biographies, Curriculum Enrichment, Elementary Education, \*Geography, Learning Activities, Lesson Plans, National Standards, \*Primary Sources, \*Recognition (Achievement), Skill Development, Student Educational Objectives, \*World History

Identifiers—\*Columbus (Christopher), \*Exploration, Explorers, Historical Figures

Christopher Columbus remains one of the most studied yet the least known of major historical fig-



ures. In this lesson, students read excerpts from Columbus's letters and journals, as well as recent considerations of his achievements so that they can reflect on the motivations behind Columbus's explorations, his reactions to what he found, and the consequences, intended and unintended, of his endeavors. The lesson plan contains material on how to prepare to teach the lesson, including notes to the teacher and guiding questions. It also contains suggested activities for eight lessons, divided into Part 1: Columbus Speaks (Lesson 1: Dear Diary; Lesson 2: Dear Europe; Lesson 3: Dear Ferdinand and Isabella; Lesson 4: What Was Columbus Thinking?); Part 2: The Scholars Speak (Lesson 5: Looking Back at Columbus); Part 3: The Students Speak (Lesson 6: Organizing Facts and Findings; Lesson 7: But Instead...; Lesson 8: Learning about Columbus); and Extending the Lesson. The lesson plan provides detailed information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels (Grades 3-5) and time required for each lesson; and outlines national standards for social studies, geography, and English covered in the lesson plan. Contains a list of helpful Web sites and additional resources. (NKA)

**ED 454 537** CS 217 603

**The Statue of Liberty: The Meaning and Use of a National Symbol. [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Council of the Great City Schools, Washington, DC.

Pub Date—2001-00-00

Note—27p.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055) — Historical Materials (060)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Built Environment, Curriculum Enrichment, Elementary Education, Learning Activities, Lesson Plans, National Standards, Student Educational Objectives, Student Research, \*Symbolism, \*United States History

Identifiers—\*Statue of Liberty

The Statue of Liberty, which stands in Upper New York Bay, is a universal symbol of freedom. A gift from France, it originally was conceived as an emblem of the friendship between the people of France and the United States. It has become much more, symbolizing the Mother of Exiles, greeting the millions of immigrants and embodying hope and opportunity for those seeking a better life in America. It represents the United States itself. This lesson aims to help clarify the nature of symbols for students as they study the Statue of Liberty, complete research on a national symbol, and use their research to communicate a message of their own. The lesson plan contains material on how to prepare to teach the lesson, including notes to the teacher and guiding questions. It also contains suggested activities for the following lessons: Lesson 1: Isn't It Symbolic?; Lesson 2: A Mighty Woman with a Torch; Lesson 3: Built-In Symbols; Lesson 4: Using the Symbol; Lesson 5: Choose a Symbol, Any Symbol; Lesson 6: Create a Symbol; Lesson 7: The United States Symbol; and Extending the Lesson. The lesson plan provides detailed information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels (Grades 3-5) and time required for each lesson; and outlines national standards for English/language arts, social studies, arts, and civics and government. Lists several helpful Web sites and other resources. (NKA)

**ED 454 538** CS 217 604

**Remember the Ladies: The First Ladies. [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Council of the Great City Schools, Washington, DC.

Pub Date—2001-00-00

Note—14p.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

[ment.neh.gov/lessonplans.html](http://edsite-ment.neh.gov/lessonplans.html).

Pub Type—Guides - Non-Classroom (055) — Historical Materials (060)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Curriculum Enrichment, Elementary Education, \*Females, \*Gender Issues, Government Role, Learning Activities, Lesson Plans, \*Social History, Student Educational Objectives, \*United States History

Identifiers—\*First Ladies (United States), \*Power

In the absence of official power, women had to find other ways to shape the world in which they lived. The First Ladies of the United States were among the women who were able to play "a significant role in shaping the political and social history of the country, impacting virtually every topic that has been debated." Through this lesson plan, teachers can explore with their students the ways in which First Ladies were able to shape the world while dealing with the expectations placed on them as women and as partners of powerful men. The lesson plan contains material on how to prepare to teach the lesson. It also contains suggested activities for the following lessons: Lesson 1: The Perfect Image of a First Lady; Lesson 2: The Traditional Roles of the First Lady; Lesson 3: Non-Traditional Roles of the First Lady; Lesson 4: Who Were the First Ladies? Lesson 5: Remembering the Ladies; and Extending the Lesson. The lesson plan provides detailed information and ideas for teaching each lesson; cites learning objectives (with guiding questions); gives appropriate grade levels (Grades 3-5) and time required for each lesson; and outlines national standards for social studies, civics and government, and English covered in the lesson plan. Lists several links to Web sites and an additional resource. (NKA)

**ED 454 539** CS 217 605

**Portrait of a Hero. [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Council of the Great City Schools, Washington, DC.

Pub Date—2001-00-00

Note—31p.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055) — Historical Materials (060)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Concept Formation, Curriculum Enrichment, \*Individual Development, Learning Activities, Lesson Plans, Personality Traits, Primary Education, \*Recognition (Achievement), Social Studies, Student Educational Objectives, Student Needs, United States History

Identifiers—Character Development, \*Heroes, \*Interactive Teaching, Portraits

Through dramatic play, children are free to use their imaginations to explore where their abilities can take them, and to experience feelings of control, power, and mastery. By building on their natural play experiences, students can begin to understand the true meaning of heroism and how they might start to develop heroic characteristics in themselves. This lesson plan, with a series of interactive activities, lets students explore their beliefs about heroes and heroism. By following the lesson plan, they will: share names of familiar figures they consider to be heroes, and then examine their reasons for such beliefs; view portraits of heroes from American history and glean background information on each; identify the heroic personality traits and characteristics of each hero; broaden their understanding of what makes a hero, enabling them to identify real-life heroes who surround them; share pictures and record reflections of their heroes, using these to create a Hero Hall of Fame; and consider ways they, too, may become everyday heroes. The lesson plan contains material on how to prepare to teach the lesson. It also contains suggested activities for the following lessons: (1) Introducing a Real-Life Hero; (2) Who Are Your Heroes? (3) What Makes a Hero? (4) Presenting Heroes from History; (5) Is There a Hero in You? and Extending the Lesson. The lesson plan provides information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels (Grades

K-2) and time required for each lesson; and outlines national standards for social studies, art, and English covered in the lesson plan. Lists several links to Web sites and other resources. (NKA)

**ED 454 540** CS 217 606

**Play with Words: Rhyme & Verse. [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Council of the Great City Schools, Washington, DC.

Pub Date—2001-00-00

Note—25p.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Creative Writing, Curriculum Enrichment, \*Language Arts, Language Usage, Learning Activities, Lesson Plans, National Standards, \*Poetry, Primary Education, \*Rhyme, Skill Development, Student Educational Objectives

Identifiers—Poetic Forms

Children enjoy listening to bouncy rhythms and reciting catchy rhymes. Poetry provides a rich vehicle for helping children explore how language sounds and works. Such exploration helps develop skills related to language usage, listening, vocabulary acquisition, and auditory memory, while also fostering an understanding of thematically related concepts. Most important, a study of poetry helps promote a warm, relaxed classroom atmosphere that is conducive to learning. With this lesson plan, students can use their senses to experience poetry—they will listen to poems and rhymes, clap out syllables, and sing along with familiar tunes, as well as use puppets and crafts to help recall and retell favorite poems, and finally, experience the joy of crafting their own original poems. The lesson plan contains guiding questions and material on how to prepare to teach the lesson. It also contains the following suggested activities for lessons: Complete the Rhymes; Syllable Clap; Word Family Rhyme Charts; Silly Sounds and Ridiculous Rhymes; Discovering Nursery Rhymes; and Exploring Haiku. The lesson plan provides information and ideas for teaching each lesson; cites learning objectives; lists materials needed; gives appropriate grade levels (Grades K-2) and time required for each lesson; and outlines national standards for English/language arts covered in the lesson plan. Contains an "Extending the Lesson" section. Lists several helpful Web sites. (NKA)

**ED 454 541** CS 217 610

**Learning the Blues. [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Council of the Great City Schools, Washington, DC.

Pub Date—2001-00-00

Note—11p.

Available from—For full text: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055) — Historical Materials (060)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Black Culture, Curriculum Enrichment, Intermediate Grades, Learning Activities, Lesson Plans, National Standards, \*Popular Culture, \*Popular Music, Secondary Education, Skill Development, Student Educational Objectives, \*Vocal Music

Identifiers—African Americans, \*Black Music, \*Blues Music, Historical Background, Tennessee (Memphis)

This lesson introduces students to the "blues," one of the most distinctive and influential elements of African-American musical tradition. With this lesson plan, students can take a virtual field trip to Memphis, Tennessee, one of the prominent centers of blues activities, and explore the history of the blues in the work of W. C. Handy and a variety of country blues singers whose music preserves the folk origins of this unique American art form. The lesson plan contains material on how to prepare to teach the lesson, including guiding questions. It is

divided into four parts: (1) The Sound of the Blues; (2) Blues History; (3) Beale Street Blues; and (4) Blues Roots. The lesson plan provides detailed information and ideas for teaching each part; cites learning objectives; gives appropriate grade levels (Grades 6-12) and time required for completion; outlines national standards for social studies, music education, and English/language arts covered in the lesson plan; and offers an "Extending the Lesson" section. (NKA)

**ED 454 542** CS 217 613

**Born on a Mountaintop? Davy Crockett, Tall Tales, and History. [Lesson Plan].**

Spons Agency—National Endowment for the Humanities (NEH), Washington, DC; MCI WorldCom, Arlington, VA; Council of the Great City Schools, Washington, DC.

Pub Date—2001-00-00

Note—13p.

Available from—For full: <http://edsite-ment.neh.gov/lessonplans.html>.

Pub Type—Guides - Non-Classroom (055) — Historical Materials (060)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Curriculum Enrichment, Elementary Education, \*Folk Culture, Learning Activities, Lesson Plans, \*Literary Genres, National Standards, \*Recognition (Achievement), Scoring Rubrics, Student Educational Objectives, \*United States History

Identifiers—\*Crockett (Davy), Historical Figures, \*Tall Tales, Westward Movement (United States)

The achievements and fictional exploits of Davy (or David) Crockett have entered the American imagination—it is difficult to distinguish what he did and said from what has been attributed to him. And it is also difficult to discuss the influence of the frontier on the American temperament without reference to David Crockett. This lesson plan explores what made Davy Crockett so famous during his lifetime and why his legend looms so large; it also examines tall tale characters and locations which are based on actual people and places. The lesson plan contains material on how to prepare to teach the lesson. It also contains suggested activities for the following lessons: Lesson 1: Two Tall Tales; Lesson 2: He's Alive! He's Alive! The Historical David Crockett; Lesson 3: A Million More Tall Tales; Lesson 4: Spinning Some New Tales; and Extending the Lesson. The lesson plan provides information and ideas for teaching each lesson; cites learning objectives; gives appropriate grade levels (Grades 3-5) and time required for each lesson; and outlines national standards for social studies and English/language arts covered in the lesson plan. Lists helpful Web sites and several other resources. (NKA)

**ED 454 543** CS 217 617

*Johnson, Andrew P.*

**Writing Workshop and Beginning Teachers.**

Pub Date—2001-06-00

Note—10p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Beginning Teachers, Educational Environment, Elementary Education, \*Instructional Innovation, Teacher Administrator Relationship, \*Teacher Behavior, Teacher Education, \*Teaching Methods, \*Writing Instruction, \*Writing Workshops

This paper examines the relationship between learning to write and learning to teach. Three beginning teachers implementing writing workshop for the first time were observed over a 5-month period to see how they met with the demands of learning to teach and try innovative ideas in a school district that mandates traditional skills-based instruction. It was found that: (1) talking is an integral part of learning to write and teach; (2) skills can be successfully taught in the context of authentic writing situations; (3) student choice and autonomy seems to result in more enthusiasm for writing and fewer management issues; (4) innovative teaching ideas may be stymied by schools that mandate specific pedagogical methods or create an environment where only traditional methods are validated; and

(5) the growth and development of beginning teachers can be enhanced by creating an environment where they are free to experiment, make mistakes, and engage in reflective dialogue. It concludes with five recommendations for teacher training based on the data. (Contains 21 references. An appendix contains interview questions.) (Author/RS)

**ED 454 544** CS 217 619

*Evans, Janet, Ed.*

**Writing in the Elementary Classroom: A Reconsideration.**

Report No.—ISBN-0-325-00351-3

Pub Date—2001-00-00

Note—227p.; Foreword by Prisca Martens.

Available from—Heinemann, 88 Post Road West, P.O. Box 5007, Westport, CT 06881 (\$22.50). Tel: 800-793-2154 (Toll Free); Web site: <http://www.heinemann.com>.

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Bilingual Students, \*Childrens Writing, Elementary Education, Grammar, Nonfiction, Poetry, Punctuation, \*Reading Writing Relationship, Sex Differences, Spelling Instruction, \*Writing Instruction

Identifiers—Graphic Organizers, \*Response to Literature

This book presents 15 essays that consider writing development from many different angles, creating a collage that focuses on how to help students develop into competent writers. The first section of the book consists of four chapters on how to support young writers. In the second section, the essays explore how a variety of issues influence narrative and poetry writing. The third section looks at non-fiction ways to do this kind of writing effectively. The final section considers how to prepare writing to be read by an audience. Essays in Part 1, Supporting the Young Writer, are: (1) "That's How I Used To Write My Name When I Was Little: Under-Fives Exploring Writing" (Robin Campbell); (2) "Using Nursery Rhymes, Jingles, Songs, and Poems as a Way into Writing" (Janet Evans); (3) "Do You Hear What I Hear? Helping Children Read and Spell Using Letter-Onset/Rime Analogy" (Margaret Moustafa and Rosalie Franzese); and (4) "A Place To Start from: Encouraging Bilingual Children's Writing" (Charmian Kenner). Essays in Part 2, Different Ways into Fiction and Poetry, are: (5) "Responding to Poetry through Writing" (Gervase Phinn); (6) "Writing as a Response to Literature" (David Hornsby and Lesley Wing Jan); (7) "From Reading to Writing: Using Picture Books as Models" (Maureen Lewis); (8) "The Magic of Writing with Computers" (Dawn Nulty); and (9) "Aspects of Gender: How Boys' and Girls' Experiences of Reading Shape Their Writing" (Elaine Millard). Essays in Part 3, Nonfiction Issues, are: (10) "Developing Nonfiction Writing: Beyond Writing Frames" (David Wray and Maureen Lewis); (11) "Notemaking Techniques for Young Children" (Bobbie Neate); and (12) "Using Graphic Organizers To Write Information Texts" (Steve Moline). Essays in Part 4, Getting Ready for Publication, are: (13) "Developing Understanding of Punctuation with Young Writers and Readers" (Nigel Hall); (14) "Teaching Spelling through Writing: Five Avenues" (Sandra Wilde); and (15) "Raising Awareness of Grammar through Shared Writing" (George Hunt). (RS)

**ED 454 545** CS 217 620

*Layne, Steven L.*

**Life's Literacy Lessons: Poems for Teachers.**

International Reading Association, Newark, DE.

Report No.—ISBN-0-87207-299-1

Pub Date—2001-00-00

Note—79p.

Available from—Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (\$9.95).

Web site: <http://www.reading.org>.

Pub Type—Books (010) — Creative Works (030)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Literacy, \*Poetry, Teacher Education, \*Teacher Role, \*Teaching (Occupation)

Identifiers—\*Daily Activities, \*Daily Living Literature, Literacy Events, Teaching Perspectives

This collection of poems was written to honor literacy educators for all that they do. The collection's author has gathered 40 of his favorite poems about literacy and teaching—the poems range from serious to hilarious as they take poetic license with the stuff of teachers' daily lives: beginning readers; grammar; spelling; handwriting; and composition instruction; literacy instruction; adolescent literacy issues; reading aloud; and standards and teachers. Each poem in the collection is accompanied by a "story behind the poem," so that readers can understand the poem's inspiration. It is hoped that the collection can inspire classroom teachers at all grade levels and those in higher education who train new teachers. (NKA)

**ED 454 546** CS 217 621

*Korbel, Teresa M.*

**Strengthening Student Writing Skills.**

Pub Date—2001-05-00

Note—53p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Action Research, Grade 6, \*Instructional Effectiveness, Intermediate Grades, Writing Achievement, \*Writing Attitudes, \*Writing Improvement, \*Writing Instruction, Writing Research, \*Writing Skills

This action research project describes a program to increase the basic writing ability and improve the attitude of sixth grade students. The targeted classroom was located in a unit district 45 miles northwest of a large metropolitan area. The district's population consists of a large amount of minority students and low-income families. Evidence of the problem was established through a student survey, teacher questionnaire, and student writing samples. Analysis of probable cause data indicated that there are three possible reasons for the lack of basic writing skills. The school environment lacked curriculum, time allotment, and sufficiently trained staff members. No parent model and increased technology and time constraints were daily influences. The students themselves contributed to the deficiency due to their lack of interest, low expectation, and fear of difficulty. A review of the solution strategies, suggested by other experts in the field combined with an analysis of the problem setting, resulted in the development of a safe environment that would promote a positive attitude toward writing, devoting time daily to provide a multitude of writing experiences, and mini-lessons that would target specific writing weaknesses. Post intervention data indicated positive gains in writing capabilities, increased ability to self-monitor and evaluate, and a more positive attitude towards the writing process. (Contains 31 references, and a figure and a table of data. Appendices contain student and teacher questionnaires, the writing rubric, peer conferencing sheets for readers and for authors, and an editing checklist.) (Author/RS)

**ED 454 547** CS 217 622

*Carlson, Renee Leonard, Susan Matheis, Linda Wilson, Bob*

**Improving Students' Decoding Skills through the Use of Direct Instruction.**

Pub Date—2001-05-00

Note—61p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Action Research, \*Decoding (Reading), Grade 1, \*Instructional Effectiveness, Parent Participation, Primary Education,

\*Reading Improvement, \*Reading Instruction, Reading Research, \*Reading Strategies  
Identifiers—\*Direct Instruction

This study describes a program designed to increase reading strategies in the first grade. The targeted population consisted of first grade students in a growing urban community in the Midwest. Evidence for the existence of the problem included records of low district and building reading assessments and academic grades to measure reading progress, a parent survey to assess awareness of their child's reading habits, and child surveys to assess their views of themselves as readers. Analysis of probable causes was evidenced by teachers' observations of students coming to class with a lack of readiness skills and phonemic awareness, a lack of parental involvement, and a low socioeconomic background. Teachers have also noted that whole language strategies used in the classroom were not an appropriate strategy for certain students. A review of solution strategies suggested by cited authors, combined with an analysis of the problem setting, resulted in the selection of three categories of intervention: implementation of direct instruction to improve decoding skills; development of a newsletter to increase parental awareness and involvement; and the selection of various comprehension techniques to improve students' reading skills. Based on the presentation and analysis of the data on decoding skills and comprehension skills, the students showed improvement in all areas. Post test results showed an average improvement of 45% in students' decoding skills. Ideally, students would grow academically at least one month of growth for each month of instruction. Students showed a growth rate of 4 months in a 3-month period. (Contains 23 references and 6 tables of data. Appendixes contain 3 "monthly reader" newsletters; blank story maps; and a reading habits survey.) (Author/RS)

ED 454 548

CS 217 634

Frank, David

**Completing the Circle: Faculty as Writers.**

Pub Date—2001-05-00

Note—8p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*College Faculty, \*Faculty Publishing, Higher Education, \*Writing Across the Curriculum, \*Writing Processes

Identifiers—State University of New York Coll at Cortland

A newly-hired faculty member at the State University of New York at Cortland began a Faculty Writing Group that met every other week to discuss their writing projects and progress. What he expected was that the members would sustain themselves as writers via the newly established Faculty Writing Group. What he did not expect was that the Faculty Writing Group would contribute to the cultural conversation about writing at Cortland, disturbing some habits and resonating with others. At its best the Faculty Writing Group, though not formally allied with the Writing Across the Curriculum (WAC) program, has raised the conversation about writing in a new way, as a collaborative and developmental process that the entire community shares in. (RS)

ED 454 549

CS 217 635

Le Guin, Ursula K.

**Steering the Craft: Exercises and Discussions on Story Writing for the Lone Navigator or the Muttish Crew.**

Report No.—ISBN-0-933377-46-0

Pub Date—1998-00-00

Note—173p.

Available from—Eighth Mountain Press, 624 Southeast 29th Ave., Portland, OR 97214-3026 (\$14.95). Tel: 503-233-3936; Fax 503-233-

0774.

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Creative Writing, Grammar, Group Discussion, Higher Education, \*Language Usage, Narration, Verbs, Writing Exercises, \*Writing Instruction, \*Writing Processes

Identifiers—Narrative Text, \*Voice (Rhetoric)

Based on a successful workshop, this book presents the basic elements of narrative and a series of exercises that offer a self-guided set of discussion topics and exercises for a writer, a small group of writers, or a class interested in the craft of narrative prose. Topics addressed in the book are: the sound of language; the narrative sentence and paragraph; rhythm and repetition; adjectives and adverbs; tense and person of the verb; voice and point of view; implicit narration; and crowding, leaping, focus, and control. Appendixes contain instructions for running a peer group workshop; a description of the forms of verbs; and a 22-item glossary. (RS)

ED 454 550

CS 217 636

Mobley, Lynnette

**Using Poetry To Build Community in a Diverse Third Grade Classroom.**

Pub Date—2000-06-23

Note—82p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Action Research, Childrens Writing, Class Activities, \*Classroom Environment, English (Second Language), Grade 3, Instructional Effectiveness, \*Poetry, Primary Education, Special Needs Students, Student Writing Models

This research project studied the effects of using poetry to build community in a diverse third grade classroom. Eight poetry activities were taught twice a week for 6 weeks to a class of 23 students. More than half of the students who took part in this study were English Language Learners and several students had special needs. Poetry brought these students together in their classroom and increased their social relationships inside and outside the classroom. This research project demonstrates how activities, teaching methods, and classroom environments focused on poetry helped build community in a classroom where students were trying to belong. (Contains 25 references and 28 figures representing students poems, poetry writing activity forms, example poems, and survey results. Appendixes contain sociogram data, thank you cards, and a letter to next year's teacher.) (RS)

ED 454 551

CS 217 637

White, Maureen Bluemel, Nancy

**Using Outstanding Translated Children's Books in the School Setting To Promote an Understanding of Other Countries and Cultures.**

Pub Date—2001-07-00

Note—33p.; Paper presented at the Annual Conference of the International Association of School Librarianship (30th, Auckland, New Zealand, July 9-12, 2001).

Pub Type—Reference Materials - Bibliographies (131) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Area Studies, Bibliographies, \*Childrens Literature, Cultural Awareness, Elementary Education, Library Role, Middle Schools, Program Effectiveness

Identifiers—\*Literature in Translation

The importance of translated children's books to the literary and cultural development of children is well documented, and the study of other countries is an important part of the school curriculum across grade levels. Therefore, purposes of the research were (1) to share results of research on outstanding translated children's books published from 1990-2000; (2) to provide a bibliography of these books that can be used by librarians, teachers, and students in a study of other countries; and (3) to present an application of a collaborative study on the use of translated books by a middle school librarian with teachers in a real-life setting. An

appendix contains a 72-item recommended list of translated children's books. (Contains 11 references and 4 tables.) (Author/RS)

ED 454 552

CS 217 641

McLeod, Susan H., Ed. Miraglia, Eric, Ed. Soven, Margot, Ed. Thaiss, Christopher, Ed.

**WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs.**

National Council of Teachers of English, Urbana, IL.

Report No.—ISBN-0-8141-5648-7

Pub Date—2001-00-00

Note—358p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 56487-1659: \$27.95, members; \$37.95 nonmembers). Tel: 800-369-6283 (Toll Free); Web site <http://www.ncte.org>.

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—Computer Uses in Education, Educational Change, English (Second Language), Higher Education, Interdisciplinary Approach, Literature Reviews, Naturalistic Observation, Peer Teaching, \*Politics of Education, Program Evaluation, \*Service Learning, Tutoring, \*Writing Across the Curriculum, Writing Laboratories, Writing Research

Celebrating the achievements of Writing Across the Curriculum (WAC) by highlighting the promise of its future, this book presents 12 essays that describe how WAC programs have adapted and continue to adapt to meet new challenges. Essays in the book explain strategies for continuing WAC programs in an atmosphere of change; explore new avenues of collaboration, such as service learning and the linked-course curricula of learning communities, and predict areas into which WAC programs need to move; and suggest new directions for research on writing across the curriculum. After a foreword by Elaine P. Maimon, essays in the book are: (1) "Writing Across the Curriculum in a Time of Change" (Susan H. McLeod and Eric Miraglia); (2) "Accommodating Complexity: WAC Program Evaluation in the Age of Accountability" (William Condon); (3) "WAC Wired: Electronic Communication Across the Curriculum" (Donna Reiss and Art Young); (4) "Writing Across the Curriculum and Service Learning: Kairos, Genre, and Collaboration" (David A. Jolliffe); (5) "Is It Still WAC? Writing within Interdisciplinary Learning Communities" (Terry Myers Zawacki and Ashley Taliaferro Williams); (6) "ESL Students and WAC Programs: Varied Populations and Diverse Needs" (Ann M. Johns); (7) "The Politics of Literacy Across the Curriculum" (Victor Villanueva); (8) "Writing Centers and WAC" (Joan A. Mullin); (9) "Curriculum-Based Peer Tutors and WAC" (Margot Soven); (10) "Writing Intensive Courses and WAC" (Martha A. Townsend); (11) "Where Do the Naturalistic Studies of WAC/WID Point? A Research Review" (David R. Russell); and (12) "Theory in WAC: Where Have We Been, Where Are We Going?" (Christopher Thaiss). (RS)

ED 454 553

CS 510 501

Snyder, Ilana Angus, Lawrie

**Investigating Home and School Computer-Mediated Communication Practices in Low Socio-Economic Communities.**

Pub Date—2000-12-00

Note—6p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).

Available from—For full text at <http://www.aare.edu.au/00pap/sny00144.htm>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Case Studies, Communication Research, \*Computer Mediated Communication, Elementary Secondary Education, \*Family School Relationship, Foreign Countries, \*Low



Income Groups, Naturalistic Observation, Qualitative Research, \*Socioeconomic Status  
 Identifiers—Australia, \*Literacy as a Social Process, Research in Progress, \*Technology Utilization

A study in Australia is examining home and school computer-mediated communication (CMC) practices in low socio-economic communities. Using qualitative methods, the study aims to enhance the understanding of emerging communication practices associated with the use of information and communication technologies (ICTs). The research has already begun and will extend over a period of one year. It is based on close and concentrated observation and interviews, operating with reflective and developing explanatory accounts. The focus is on four families and the schools the children attend. Specifically being examined are the ways in which the four families use the new technologies to engage with formal and informal learning in home and school settings. The study aims to make a contribution to the understanding of emerging literacy/communication practices in home and school settings. Contains 15 references. (NKA)

ED 454 554 CS 510 567

Reppert, James E.

**Shaping American Political Discourse through Media Punditry and Ideological Pontification.** (Mass Communication Instructional Unit.)

Pub Date—1996-09-00

Note—9p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Jamestown, KY, September 20-21, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Audience Response, \*Broadcast Journalism, \*Critical Viewing, Higher Education, Learning Strategies, \*Mass Media Role, \*Political Issues, Television Curriculum, Units of Study

Identifiers—Journalists, \*Political Communication, \*Political Rhetoric, Predictive Analysis, Southern Arkansas University, Talk Shows

An instructor uses a unique instructional paradigm in his MCOM 1003/Introduction to Mass Communication course at Southern Arkansas University (SAU) in a unit on media and politics. According to his students, one of the most popular learning strategies is the use of original edited videos that focus on dubious practices by some media professionals. While watching these videos, students evaluate how print and broadcast pundits practice "predictive journalism." The question is whether politics or journalism is well served by this practice. Moreover, this tendency of journalists to prognosticate or pontificate is becoming more of a staple of conversation/questioning on Sunday network and cable television political talk shows. Students must understand how this trend affects news coverage of the political process. What questions or comments (ideally, non-predictive) might SAU students ask if placed in similar circumstances? This paper examines some of the programs on which pundits used their less-than-reliable crystal balls in discussing several recent elections. The paper considers the formats and components of various weekend political talk shows, including "This Week with David Brinkley," "Meet the Press," "The McLaughlin Group," and "The Capital Gang." It concludes that students need a sense of perspective when critically evaluating these programs, and that though shrill exchanges often make political talk show participants sound more like professional wrestlers, solid information can still be obtained by viewers. It also states that more low-key programs, such as "Washington Week in Review" on PBS or "Washington Journal" on C-SPAN, might better suit some viewers. (NKA)

ED 454 555 CS 510 568

Reppert, James E.

**Instant Analyses of the 1992 Presidential Debates by Reporters and Pundits: Substantive or Shallow?** (Mass Communication Instructional Unit).

Pub Date—1994-04-00

Note—9p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Norfolk, VA, April 6-10, 1994).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Classroom Techniques, \*Debate, Discussion (Teaching Technique), Educational Objectives, Higher Education, \*Mass Media, \*Presidential Campaigns (United States), Units of Study

Identifiers—\*Instant Analysis, Political Communication, \*Political Rhetoric, Southern Arkansas University, Television Criticism

How are political messages shaped by media pundits and candidate operatives? This unit of instruction, which deals with this topic, is a part of MCOM 1003/Introduction to Mass Communication. The 1992 presidential debates (between President George Bush and Governor Bill Clinton, with the addition of Ross Perot) can serve as an excellent forum to teach students about message manipulation, and they will be seen on videotape as short-form documentaries. Participation is solicited in class discussion by asking students how their performances as media pundits or candidate "spin doctors" might vary from those individuals seen in the videotape of the debates. The program features analysis of format styles, individual performance and media coverage of the three presidential debates. The first and third debates followed a traditional news conference format, with questions asked by four reporters. The second debate, which took place before a group of undecided voters, allowed for more interaction between candidates and audience. Skills of the candidates will be analyzed in each debate, as well as on a cumulative basis, to determine the overall winner. Short video clips illustrating relevant messages from the above areas will be employed and discussed by each panelist. A script consisting of eight voiceovers from the program "Instant Analyses of the 1992 Presidential Debates by Reporters and Pundits: Substantive or Shallow?" is included. The goal is for it to be instructive for student journalists at Southern Arkansas University to evaluate differences in broadcast and print political reportage. (NKA)

ED 454 556 CS 510 571

Reppert, James E.

**Providing Broadcast Journalism Students Professional Experiences by Producing Political Television Programs.**

Pub Date—1998-09-00

Note—16p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Prestonsburg, KY, September 18-19, 1998).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Assignments, \*Broadcast Journalism, Course Descriptions, Higher Education, \*Political Candidates, Student Educational Objectives

Identifiers—\*Arkansas, \*Southern Arkansas University

In June 1997 a 25-minute television interview program, "The SAU Report," was born at Southern Arkansas University. In January 1998 a 15-minute radio news program titled "SAU Magazine" was produced by Advanced Radio Production students. As 1998 began, with coverage available for SAU student broadcasts, it made sense to encourage Arkansas political candidates to visit campus to videotape "The SAU Report." In addition, edited audio segments of these interviews could air on "SAU Magazine." In all, seven candidates for United States Senate, Governor, House of Representatives, and Attorney General came to campus to videotape their interviews. Students did the research for questions and alerted the local media, and they addressed their assignments professionally. This particular assignment proved to be a rewarding educational activity and community service. Included is the syllabus for the course BJ 2033/Broadcast Performance which: outlines grad-

ing criteria and assignments, provides a catalog description, gives the text to be used and purpose/objective, lists topics to be emphasized, and presents information on teaching strategies, student readings, major assignments, and instructor bibliography. Contains interview tips, student correspondence with candidates, campus communication for publicity purposes, and letters from two candidates following their interviews. (NKA)

ED 454 557 CS 510 572

Reppert, James E.

**Documentation of Criteria for Promotion in a Higher Education Broadcast Journalism Discipline.**

Pub Date—2001-09-00

Note—160p.; Paper presented at the combined Annual Meeting of the Kentucky Communication Association and the Tennessee Communication Association (Gilbertsville, KY, September 14-15, 2001).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—\*Academic Rank (Professional), \*Employment Qualifications, \*Faculty Evaluation, \*Faculty Promotion, Higher Education, \*Mass Media

Identifiers—\*Process Models, Professional Concerns, Promotion and Tenure Committees, \*Southern Arkansas University

All institutions of higher learning have slightly different techniques of promoting and tenuring their faculty. The author compiled this document to provide resourceful pointers to future Broadcast Journalism and Mass Communication professors in the writing and organization of their applications. This collection of materials traces one tenured assistant professor's application procedures for promotion to associate professor in the mass communication department at Southern Arkansas University (SAU), where he was one of only three faculty members promoted during the 2000-2001 academic cycle. In his introduction to the collection of materials, the faculty member states that he submitted documents, audiocassettes, and videotapes to verify his work, and that over the years he had also received several honors and participated in numerous professional conferences. The collection contains evaluations made at each step of the promotion process: Department Chair; School of Liberal and Performing Arts Council; School of Liberal and Performing Arts Dean; University Council; Vice President for Academic Affairs; and President, with his recommendation subject to approval by the SAU Board of Trustees; and is followed by the promotion document itself. (NKA)

ED 454 558 CS 510 575

Gutenko, Gregory

**OPEN vs CLOSED: Academic Dishonesty Issues in Digital Production Course Instruction.**

Pub Date—2000-05-00

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Editing, Higher Education, Instructional Design, \*Mass Media, \*Plagiarism, \*Production Techniques

Identifiers—Digital Imagery, \*Digital Photography, \*Digital Technology, Software Copying

One ideal of digital media production software and technology is open file compatibility and exchange. Unrestricted transfer and duplication facilitates professional production, but may also facilitate improper reuse. This paper describes several pedagogical concerns and curricular adaptations that have arisen in dealing with student plagiarism issues in digital photography, non-linear video editing, and other digital-file-based university courses. The paper notes that conflicts exist between the open nature of digital media and the need to control dishonesty, and that technical and pedagogical methods developed to flag or obstruct ease of transport and reuse may undermine both applications and instructional design. It first focuses on what the issue is in general, what the digital plagiarism issue is, and how to detect and

discourage plagiarized text. The paper then considers the plagiarism potential in photography, desktop publishing, and Web design courses, discussing how a digital still image can be stolen and how to detect and discourage digital still image plagiarism. It covers potential plagiarism in digital video editing projects, discussing how to steal a nonlinear video editing project and suggesting that the most effective solution is to change the methods of teaching and evaluation. (NKA)

**ED 454 559** CS 510 583

Wong, Wendy Siuyi. Cuklanz, Lisa M.

**The Myths of Chinese Images Revisited: Persuasive Strategies in Hong Kong Anti-Drug Public Service Announcements.**

Pub Date—2000-02-00

Note—29p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (International Association of Asian Studies Section) (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Audience Awareness, \*Drug Addiction, Drug Education, Foreign Countries, Health Education, Media Research, \*Persuasive Discourse, \*Television Commercials

Identifiers—\*Hong Kong, \*Persuasive Strategies, Public Service Campaigns

Hong Kong's Department of Information Services has been producing and systematically airing public service announcements (known as announcements in the public interest, or APIs) on a variety of selected themes such as cleaning up Hong Kong, road safety, crime, drugs, and health issues for over 20 years. The television announcements are shown every day during mandatory time slots within every prime time commercial break period. These announcements represent the most important means by which the Hong Kong government has consistently communicated directly to the public. In carrying out their task of encouraging citizen cooperation with anti-drug efforts, the APIs produce particular characterizations of drug users, potential drug users, and families of those who use drugs. These characterizations are central to the ability of APIs to engage members of their audience and work persuasively. This paper traces the development of depictions of the drug addict in Hong Kong's anti-drug API campaign from its inception in 1976 to the present, illustrating various stages of alteration that this image has undergone. The paper argues that the depiction of drug addicts in the earlier examples was very similar to the historically shameful image of the opium addict, which had been widely circulated throughout earlier decades of the 20th century. It finds that later announcements that make use of other visual and persuasive strategies such as metaphors and testimonials (which allow for some discussion of physical and health effects) do not directly call to mind the history of opium use by the Chinese. Contains 13 references and 2 illustrations. (NKA)

**ED 454 560** CS 510 584

Michalos, Constantina

**Setting the Record Straight in Ernest Gaines's "A Lesson Before Dying."**

Pub Date—2000-02-00

Note—46p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Literature Section) (Houston, TX, February 21-26, 2000).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Black Culture, Black Education, Black History, \*Black Literature, \*Literary Criticism, \*Novels, Racial Discrimination, Slavery

Identifiers—African Americans, \*Lesson Before Dying (A)

Literature seeks to recover the "facts" and fill in the gaps of knowledge as it enunciates the truth of

existence. Nowhere is this more apparent than in African-American literature, where history and art are inextricably linked, where the personal truly is political. Throughout the history of the United States, the institution of slavery and subsequent policies of segregation have tainted the official record. But there was a concomitant, alternate record—the oral and written African-American tradition. Complicating matters, however, was the actual form of this tradition. Spirituals, sermons, letters, diaries, slave narratives as autobiography did not conform to the established, i.e., White male definition of literature. This paper, noting that the African-American literary tradition provides a cultural and historical record of the struggle for survival, freedom and equality, contends that African-American literature, besides striving to delight and teach, is committed to setting the record straight. To show an example of the African-American struggle, the paper gives a detailed analysis of a contemporary novel, "A Lesson Before Dying," by Ernest Gaines, which revolves around a murder—the result of the protagonist's being in the wrong place at the wrong time—and the degradation of racism in the South. The paper states that Gaines can be described as an author who gives voice to individuals silenced by history. Includes 41 notes. (NKA)

**ED 454 561** CS 510 585

Brydges, Michael E.

**Point of View Speech (A Speech Assignment in Critical Thinking).**

Pub Date—2001-00-00

Note—8p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Assignments, Class Activities, \*Critical Thinking, Higher Education, Learning Activities, \*Persuasive Discourse, \*Public Speaking, Student Educational Objectives

This paper delineates an exercise where students are encouraged to give their point of view to a quotation received (the activity is an adaptation from the Impromptu Speaking event in Competitive Forensics). The paper states that students are to explain the meaning of a quotation (topic themes may be from ecology, education, environment, life, relationships, conflict, etc.) and that students must define necessary words, then give reasons of why they agree or disagree. It notes that the objective is to have students understand the basic structure of a formal argument and that this assignment is the first step in getting them to understand the meaning of argument in its most basic form. The paper outlines the procedures for the two class sessions suggested for the assignment; gives the requirements; and discusses the introduction, the body, the conclusion, and grading. Appended are an evaluation form and sample lists of quotations for diverse topics. (NKA)

**ED 454 562** CS 510 586

Calvert, Sandra Kotler, Jennifer Kuhl, Alison Riboli, Michael

**Impact of the Children's Television Act on Children's Learning.**

Spons Agency—Smith Richardson Foundation, Inc., Greensboro, NC.

Pub Date—2001-00-00

Note—34p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Childhood Attitudes, \*Commercial Television, Comparative Analysis, Content Analysis, \*Educational Television, Elementary Education, Middle Schools, \*Programming (Broadcast), \*Public Television, Television Research

Identifiers—\*Children's Television Act 1990

The impact of the Children's Television Act, which requires broadcasters to provide educational and informational programs for children, was examined by having 141 second through sixth graders watch 16 popular and unpopular television programs and then assess the motivational appeal of, and children's learning from, these programs. Popular and unpopular prosocial and academic programs broadcast by the four major commercial networks (ABC, CBS, NBC, and Fox) were compared to comparable programs broadcast by PBS and Nick-

elodeon. Younger children and girls liked educational and informational programs more than older children and boys did. Popular programs were liked better than unpopular ones. Older children understood program content better than did younger children, particularly those programs that focused on academic content. Popular programs, prosocial programs, and network programs also tended to be better understood. Findings suggest beneficial effects of commercial educational and informational television programs for children, thereby affirming the beneficial effects of governmental policies that are designed to improve the quality of children's television programs for the nation's youth. (Contains 2 tables and 26 references.) (NKA)

**ED 454 563** CS 510 587

Chen, Ling Cheng, Shammy H. M.

**Perceived Family Communication Patterns and Self-Disclosure to Parents: A Study of Youngsters in Hong Kong.**

Pub Date—2001-05-00

Note—27p.; Paper presented at the Annual Meeting of the International Communication Association (51st, Washington, DC, May 24-28, 2001). Paper was partially based on the Honors Project by the second author under the direction of the first author.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Communication Research, \*Family Characteristics, \*Family Environment, Foreign Countries, Higher Education, \*Interpersonal Communication, \*Parent Child Relationship, Secondary Education

Identifiers—\*Communication Behavior, \*Family Communication, Hong Kong

This research investigated how family communication patterns (FCP), based on conversation-orientation and conformity-orientation, were related to youngsters' self-disclosure to their parents. Data was collected through a questionnaire survey of youngsters in Hong Kong, aged 13-24. Questionnaires were distributed to students who were studying Communication at a local university. Another group of students was recruited who had younger siblings: they took a copy of the questionnaire home for the siblings to complete. The hypotheses were confirmed that youngsters in perceived pluralistic and consensual families reported more and deeper self-disclosure to their parents. It was also found that youngsters' self-disclosure to parents varied among all four types of families: pluralistic, consensual, protective, and laissez-faire. These findings from a cross-cultural study supported the conceptualization of family communication patterns. (Contains 27 references and 3 tables of data.) (Author/RS)

**ED 454 564** CS 510 592

Neundorff, Kimberly A. Skalski, Paul D. Atkin, David

**Evaluating Doctoral Programs in Communication.**

Pub Date—2001-05-00

Note—29p.; Paper presented at the Annual Meeting of the International Communication Association (51st, Washington, DC, May 24-28, 2001). Written with Susan Kogler-Hill and Richard Perloff.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Attitudes, \*Communication (Thought Transfer), \*Doctoral Programs, \*Graduate School Faculty, \*Higher Education, \*Intellectual Disciplines, Program Evaluation, \*Teacher Attitudes

The present study was designed to assess perceptions of (1) the quality of American graduate programs in communication; (2) the qualities that communication scholars deem important in a communication Ph.D. program; and (3) the adequacy of the number of Ph.D. programs stressing specific specialties in communication. An online survey of 221 United States communication faculty members and 49 communication department chairs identified several themes. Evaluative rankings confirmed previous findings of a midwestern, public institution

prominence. There was a high degree of correspondence between faculty and chairs in the evaluation of the importance of curricular factors; there were lower levels of agreement on evaluation criteria for doctoral program quality. Among 17 doctoral program specialization choices, the only specialty for which a majority of respondents reported that there are "not enough" doctoral programs was Media Information Technologies. Over a quarter of respondents reported they felt that there are "too many" programs for each of the following specialties: Interpersonal Communication, Mass Communication, Rhetoric, Promotional Communication, and Relational Communication. (Contains 36 references, 5 tables of data, and 5 notes.) (Author/RS)

## EA

ED 454 565

EA 029 917

Hertling, Elizabeth

### Implementing Whole-School Reform. ERIC Digest Number 128.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-99-4

Pub Date—1999-07-00

Contract—ED-99-CO-0011

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97402-5207. Tel: 800-438-8841 (Toll Free); Fax: 541-346-2334. For full text: <http://eric.uoregon.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Change Agents, \*Change Strategies, \*Educational Change, Elementary Secondary Education, Excellence in Education, Program Design, \*Program Implementation, \*Resistance to Change, \*School Restructuring  
Identifiers—ERIC Digests

This Digest examines the key issues surrounding the implementation of schoolwide reform. It discusses how whole-school reform results can be dramatic but that schools must take special care with implementing the reforms. It examines the importance of outside assistance in reform efforts and reports that design teams are typically used by schools contemplating reform. Such teams can integrate reform efforts into one comprehensive effort, rather than trying to implement fragments. However, in choosing a school-reform model, the most important first step is a thorough self-study; once a school's strengths and weaknesses are accounted for, the model has a much greater chance of success. After a model is chosen, the school must set clear goals for student outcomes and must be sure to have open communication between the design team and the school. The next biggest challenge that reform-minded schools face is that of funding. Federal funding is available, but it does not cover all costs, and it is recommended that states and districts create an investment fund that draws on public and private sources to support the implementation of reform models. Finally, other factors that affect implementation—strong leadership, teacher commitment, and a supportive student body—are discussed. (Contains 10 references.) (RJM)

ED 454 566

EA 029 981

Hadderman, Margaret

### Equity and Adequacy in Educational Finance. ERIC Digest Number 129.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-99-5

Pub Date—1999-08-00

Contract—ED-99-CO-0011

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97402-5207. Tel: 800-438-8841 (Toll Free); Fax: 541-346-2334. For full text: <http://eric.uoregon.edu>.

gon, Eugene, OR 97402-5207. Tel: 800-438-8841 (Toll Free); Fax: 541-346-2334. For full text: <http://eric.uoregon.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational Economics, \*Educational Equity (Finance), \*Educational Finance, Elementary Secondary Education, Equal Education, \*Resource Allocation, School Funds, State Aid

Identifiers—ERIC Digests

This Digest discusses efforts to achieve financial equity in education. It describes the extent of financial disparity and how, after 3 decades of litigation, such disparities among districts and among states remain high. In New Jersey alone, the per-pupil expenditures ranged from \$5,900 to \$11,950. Even with such inequities, some promising developments are evident. A policy shift from horizontal equity (equal distribution of resources in an absolute sense) to vertical equity (distribution of revenue in pursuit of equality while considering differences among types of districts) is gaining strength. Also, a movement focused on school- and student-level equity, rather than district-level equity, is occurring. These developments reflect widespread notions that sufficient funding levels are needed to produce students who achieve at acceptable, specified levels. In addition to these shifts, some advances in the courts are evident, with many longstanding adequacy suits being decided in favor of plaintiffs. However, many challenges remain to achieving equity. These include the persistent questioning of whether education is a fundamental right, the intrinsic flaws in state-aid funding formulas, determining the correct mix of tax revenues, and the disrepair of school facilities. Finally, policymakers must adopt various strategies to ensure that financial equity is achieved. (Contains 17 references.) (RJM)

ED 454 567

EA 030 924

Hertling, Elizabeth

### Retaining Principals. ERIC Digest Number 147.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-01-04

Pub Date—2001-04-00

Contract—ED-99-CO-0011

Note—4p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97402-5207. Tel: 800-438-8841 (Toll Free). For full text: <http://eric.uoregon.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Attrition (Research Studies), Elementary Secondary Education, Employment Patterns, \*Instructional Leadership, \*Labor Needs, Labor Turnover, \*Principals, School Administration

Identifiers—ERIC Digests

This Digest examines the reasons why—outside of retirement—school principals leave their jobs. It also lists strategies districts can employ to retain principals. Many principals exit their profession because of the long hours, the workload and complexity of the job, the unending supervision of evening activities, the minimal pay difference between top teachers and administrators, and increasingly complex social problems. To ease the burden on principals, some school districts employ job sharing in which tasks are divided among two or more leaders who possess skills in different areas. One district in Tennessee, for example, initiated a plan whereby one principal begins with the freshman class and then follows the students through all 4 years of high school. To ease principals' frustration over the time they spend on administrative tasks, some districts have started training programs to certify business managers, freeing principals to focus more on instruction and curriculum. Other districts have tried to retain principals by providing more professional development and by offering

more opportunities to network. When asked, most principals voice a desire for more training, a need that school boards can address by educating the community about the challenges principals face. (Contains 10 references.) (RJM)

ED 454 568

EA 030 970

Lumsden, Linda

### Uniforms and Dress-Code Policies. ERIC Digest Number 148.

ERIC Clearinghouse on Educational Management, Eugene, OR.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-01-05

Pub Date—2001-05-00

Contract—ED-99-CO-0011

Note—4p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97402-5207. Tel: 800-438-8841 (Toll Free). For full text: <http://eric.uoregon.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Discipline Policy, \*Dress Codes, \*Educational Environment, Educational Policy, Educational Principles, Elementary Secondary Education, \*School Policy, \*School Uniforms, Student School Relationship

This digest examines schools' dress-code policies and discusses the legal considerations and research findings about the effects of such changes. Most revisions to dress codes involve the use of uniforms, typically as a way to curb school violence and create a positive learning environment. A recent survey of secondary school principals found that 70 percent of principals believe that mandated uniforms would reduce discipline problems. However, people who oppose uniforms caution against unnecessary routinization, authoritarianism, and infringement of the freedom of expression. Opponents also claim that the lack of conclusive evidence whether uniforms have a positive impact should give uniform proponents pause. Research on the effects of uniforms has been mixed because most studies rely on informal observations. As far as the legality of such codes is concerned, legal rulings have been ambiguous, though federal courts consistently uphold school districts' rights to establish regulations for the routine operation of schools. However, the courts want to know how the policy affects education, and school administrators must realize that policies are more likely to succeed when parents are involved from the beginning. Also, having an "opt-out" provision can protect schools from legal challenges. Possible alternatives to uniforms include teaching conflict-resolution skills and increased security. (Contains 10 references.) (RJM)

ED 454 569

EA 030 971

Martineau, Jennifer Johnson, Ellie

### Preparing for Development: Making the Most of Formal Leadership Programs. An Ideas into Action Guidebook.

Center for Creative Leadership, Greensboro, NC.

Report No.—CCL-409; ISBN-1-882197-62-3

Pub Date—2001-00-00

Note—35p.; Cover page varies.

Available from—Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300 (\$8.95). Tel: 336-286-4480; Fax: 336-282-3284; Web site: <http://www.cl.org/publications>.

Pub Type—Guides - Non-Classroom (055)

### EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Change Strategies, Educational Administration, Elementary Secondary Education, Leaders Guides, \*Leadership, \*Leadership Training, \*Management Development

This booklet describes how managers and their organizations can benefit by preparing for formal developmental experiences. Such preparation includes clarifying expectations, understanding and increasing motivation for attending, and making sure that the work environment supports the changes in both behavior and perspective that lead to more effective leadership. Managers can prepare



by knowing what to expect from an open-enrollment program—those designed without a specific organization in mind—or from a customized program, which might focus on current challenges to an organization. It also helps to know how the program is structured. For example, are the classes in a classroom or are they in the woods? Will the evenings be free or will there be homework? Administrators should also reflect on what their personal expectations are for the program, particularly as these expectations will affect their job performance. Once the expectations are clarified, then it should be easier to develop the motivation that will be needed to make the most of the development program. Managers must also prepare their workplace by arranging to have their work covered, by sharing their goals with peers and managers, by assessing and taking care of roadblocks, and by integrating the lessons learned into leadership behavior. (RJM)

**ED 454 570** EA 030 973  
Kelly, Michael J.

**Planning for Education in the Context of HIV/AIDS. Fundamentals of Educational Planning 66.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Swedish International Development Cooperation Authority, Stockholm.

Report No.—ISBN-92-803-1198-0  
Pub Date—2000-00-00  
Note—112p.

Available from—United Nations Educational, Scientific, and Cultural Organization, 7 place de Fontenoy, F 75352, Paris 07 SP, France. Web site: <http://www.unesco.org/iiep>.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Disease Incidence, \*Educational Planning, Elementary Secondary Education, Foreign Countries, Needs Assessment, Policy Formation, Role of Education, \*Strategic Planning

This booklet explains how HIV/AIDS affects education. It focuses on how the epidemic has lessened the number of children to be educated, reduced the number of available teachers, and thinned the ranks of available administrators. The text emphasizes two important themes: education's role in informing people about HIV/AIDS and the toll the epidemic has taken on the education system. It opens the discussion by describing the nature and features of HIV/AIDS and the global extent of the epidemic. It measures the impact of HIV/AIDS on development and discusses the shame and silence associated with the condition. The text describes the role of education in HIV prevention and the need for a radical approach in addressing this monumental problem. The booklet then shifts into a discussion of the direct effects of AIDS on the education system. It outlines the impact on pupils and school enrollments, describes the epidemic's effects on potential clientele for education, and discusses how teachers, teaching, and the supply of education are changed, as are the content of education, the process of education, the organization of education, and the role of education. It also measures how HIV/AIDS affects funding and planning for education. (Contains 27 references.) (RJM)

**ED 454 571** EA 030 975  
Dougherty, John W.

**Attending to Attendance. Fastback 450.**  
Phi Delta Kappa Educational Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-650-5  
Pub Date—1999-00-00

Note—54p.; Published each fall and spring.  
Sponsored by the Ohio State University Chapter of Phi Delta Kappa International.

Available from—Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789. Tel: 800-766-1156 (Toll Free); Tel: 812-339-1156; Web site: <http://www.pdkintl.org>.

[pdkintl.org](http://www.pdkintl.org).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Attendance, Educational Policy, Elementary Secondary Education, Enrollment Management, \*School Holding Power, \*School Policy, \*Student Motivation, Student School Relationship, \*Truancy

This fastback document examines student absenteeism and offers advice on what schools can do to improve attendance. It looks at truancy, absenteeism, and tardiness and how, since the first days of compulsory education, educators have had to deal with these obstacles to education. Since the 1970s absenteeism has been identified by many educators as the most persistent problem that schools face. Absenteeism rates vary from suburban to urban districts, and the causes can be traced to several factors, such as the home environment. Schools try to curb absenteeism by various methods, but overall, school principals must play a key role in improving attendance, which includes developing an attendance philosophy for the school. But even the best attendance policy must be accompanied by an understanding of student motivation. Schools must look at whether alienation is playing a part in absences. Other factors, such as cultural values, socialization, social responsibility, academic rigor, and school climate, must also be considered when examining attendance patterns. To improve attendance, schools should develop a clear, fair attendance policy, should support the attendance policy by placing a premium on uninterrupted instructional time, and should review and renew the attendance policy regularly. (Contains 58 references.) (RJM)

**ED 454 572** EA 030 976

Zuelke, Dennis C.

**Education Private Practice. Fastback 451.**

Phi Delta Kappa Educational Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-651-3

Pub Date—1999-00-00

Note—51p.; Published each fall and spring.

Available from—Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789. Tel: 800-766-1156 (Toll Free); Tel: 812-339-1156; Web site: <http://www.pdkintl.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Elementary Secondary Education, \*Entrepreneurship, Private Agencies, Self Employment, \*Small Businesses, \*Tutorial Programs, \*Tutoring, Tutors

This fastback document examines small education businesses that provide direct and personal instructional service to clients. Although education private-practice enterprises have not received the attention that high-profile companies have commanded, there are thousands of such one- and two-person enterprises. These practices work with and support the public schools through contractual arrangements that allow their skills to be used for direct intervention for a relatively modest cost. But before starting a practice, entrepreneurs should understand that the quality and cost of their services will become known to the client population through advertising, word-of-mouth, and testimonials; that the geographic area in which services are to be provided must be identified; and that start-up costs should be manageable. Furthermore, a business plan is needed to determine the potential market, to secure financing, and to adhere to legal requirements. Small business-development centers can help with such plans. The entrepreneur must then acquire clients through advertising, conference attendance, or other means. General advertising, however, rarely justifies the cost of the ads. Once the business is operational, a daily operational plan should be initiated and oral and written reports generated. Business owners should also expect to handle inquiries that will not lead to contracts. (RJM)

**ED 454 573** EA 030 977

Gold, Joshua M. Roter, Joseph C. Holmes, George

R. Motes, Patricia S.

**Middle School Climate: A Study of Attitudes. Fastback 455.**

Phi Delta Kappa Educational Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-655-6

Pub Date—1999-00-00

Note—49p.; Published each fall and spring.

Sponsored by the Illinois Chapter of Phi Delta Kappa International.

Available from—Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789. Tel: 800-766-1156 (Toll Free); Tel: 812-339-1156; Web site: <http://www.pdkintl.org>.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational Environment, Educational Policy, \*Educational Principles, \*Middle Schools, \*Parent Attitudes, School Policy, \*Student Attitudes, Student School Relationship, \*Teacher Attitudes

This fastback document presents the results of an opinion survey of middle-school students, parents, and teachers in South Carolina. Because no surveys in the literature had combined responses from these three groups, researchers asked 4,940 students, 735 teachers, and 2,576 parents about their attitudes toward school, students, and teachers. The results show that all three groups held significantly different opinions about school climate, about students, and about teachers. These different opinions were also evident within the groups themselves, with female and male students, for example, holding significantly different views on all items. The responses also revealed that the organization and management of schools made more sense to parents and teachers than it did to students. In fact, many students failed to see what relevance school had for them, and this pointed to a discrepancy between teachers and students, suggesting a poor working relationship. These findings indicate that schools should make a whole-school commitment to becoming student-oriented by developing prevention programs, by viewing students as consumers, by encouraging family participation, by using peer mentoring, by making schools smaller, and by challenging gender stereotypes. Teachers should also work on self-awareness, should strive to make learning relevant, should recognize individuality, and should practice collegiality. (Contains 39 references.) (RJM)

**ED 454 574** EA 030 978

Prossie, Roger

**Strategic Planning for School Administrators. Fastback 457.**

Phi Delta Kappa Educational Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-657-2

Pub Date—1999-00-00

Note—42p.; Published each fall and spring.

Sponsored by the Northern Illinois University Chapter of Phi Delta Kappa International to honor Dr. Homer "Tex" Sherman and Barbara Sherman for their meritorious service to the chapter.

Available from—Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789. Tel: 800-766-1156 (Toll Free); Tel: 812-339-1156; Web site: <http://www.pdkintl.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrative Policy, Educational Administration, \*Educational Planning, Elementary Secondary Education, \*Long Range Planning, Participative Decision Making, \*Strategic Planning

This fastback document examines the strategic-planning process. Intended for school administrators, the booklet offers practical advice on strategic planning, and the importance of such planning in those districts that experience high turnover. When conceptualizing a strategic plan, administrators should begin with an end in mind and then develop a practical plan to achieve that end. It is also neces-

sary to develop a plan in conjunction with other stakeholders so that everyone has a vested interest in the plan's success. However, any plan, no matter how carefully conceived, will have to overcome various obstacles, such as a lack of interest, a lack of time, and disillusionment. A plan facilitator can help educators surmount these limitations and can set guidelines throughout the entire planning process. The basic elements of the plan should include a mission statement, a vision statement, and an action plan. A strategic-plan committee can establish each of these fundamental components, but it is also important for there to be follow-up so that people can measure whether or not the strategic plan accomplished its goal. Since the strategic-planning process is extremely demanding, all those who are called to formulate such plans must be prepared to contribute time and effort. (Contains 20 references.) (RJM)

ED 454 575

EA 030 979

Sicoli, Aldo

# **Creating a School-within-a-School. Fastback 462.**

Phi Delta Kappa Educational Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-662-9

Pub Date—2000-00-00

Note—44p.; Published each fall and spring.

Available from—Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789. Tel: 800-766-1156 (Toll Free); Tel: 812-339-1156; Web site: <http://www.pdkintl.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Change, Educational Methods, Educational Policy, High Schools, \*House Plan, \*Nontraditional Education, \*Program Implementation, School Policy, \*Small Classes

This fastback document explores ways to develop alternative high-school programs to help at-risk students. It focuses on the "school within a school" model where the emphasis is on a caring school climate and smaller class sizes. The booklet offers a step-by-step guide for developing an alternative school, which begins with determining the need for, and purpose of, the program. Next, school officials must obtain funding for the program, provide planning time, examine how the program will be accepted, hire staff, name the program, establish class offerings, determine policies, admit students, decide on various instructional strategies, choose facilities and equipment, and evaluate the program. The text emphasizes the importance of taking enough time to implement each stage of the process correctly and making sure that the right persons are chosen for each task. The optimal size of a "school within a school" depends on the reason for the program, the available resources, the size of the school, and other factors. Most programs have between 30 and 80 students; if the program is much larger, it becomes difficult to meet the academic and social needs of individual students. The alternative school should also have autonomy and should encourage flexibility in teaching assignments. (Contains 11 references.) (RJM)

ED 454 576

EA 030 980

Kinder, Jack A.

# **A Short Guide to School Public Relations. Fastback 464.**

Phi Delta Kappa Educational Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-664-5

Pub Date—2000-00-00

Note—47p.; Published each fall and spring.

Available from—Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789. Tel: 800-766-1156 (Toll Free); Tel: 812-339-1156; Web site: <http://www.pdkintl.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Policy, Elementary Secondary Education, Mass Media, \*Organiza-

tional Communication, Policy Formation, \*Politics of Education, \*Public Relations, Public Support, School Community Relationship

This fastback document summarizes ways that schools can establish and maintain a sound public-relations program. It states that public relations should be on an equal footing with all other school functions, especially since public schools are facing increasing competition from nonpublic schools. When developing a public-relations plan, an effective school public-relations program must derive its impetus from the school board; board members' participation is crucial to success, and board members, along with all other stakeholders, should be included in the development of a public-relations master plan. The master plan must consider the various media and their roles in public-relations efforts. Administrators should begin by looking at the school district's materials and how they are perceived by the public before focusing on the public media and their purpose in society. Administrators must also be prepared to work with parents and foster two-way communication, such as that offered by parent-teacher conferences. School officials must also be aware of the value of public relations during budget considerations. The text offers some examples of successful public-relations efforts in California, Georgia, and Florida. (Contains 29 resources that offer further information.) (RJM)

ED 454 577

EA 030 981

Burton, Raoul J. McDonald-Mann, Dana

# **Giving Feedback to Subordinates. An Ideas Into Action Guidebook.**

Center for Creative Leadership, Greensboro, NC.

Report No.—CCL-403; ISBN-1-882197-39-9

Pub Date—1999-00-00

Note—34p.

Available from—Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300 (\$6.95). Tel: 336-286-4480; Fax: 336-282-3284; Web site: <http://www.cl.org/publications>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Guides, Employer Employee Relationship, \*Evaluation Methods, \*Feedback, \*Informal Assessment, Learning Processes, \*Personnel Evaluation

This guidebook describes for managers how and when to give effective feedback. It emphasizes the need for frequent feedback so that employees may feel confident about what they are doing right and can work on areas in which they are less proficient. Feedback should also be used as a tool for development, which means that feedback, which should not be confused with nonspecific praise or criticism, can be used to solve performance problems. The feedback should be linked to specific situations that happened in the recent past. It should specify the behavior and make clear the behavior's impact. Managers should avoid trying to interpret the reasons behind the behavior (e.g., an employee's divorce or difficult childhood) and should limit themselves to describing the behavior. To be most effective, feedback should be delivered in an atmosphere of trust. This means that the manager should catch people doing things right so that any negative feedback is balanced against a framework of positive comments. In delivering the feedback, the manager should make an appointment and give the employee a private setting. Managers must be sensitive to the balance of power and should give the employee a chance to talk. Finally, managers must try to anticipate the employee's response to feedback and be sure to keep the feedback focused on the matter before them. (RJM)

ED 454 578

EA 030 982

Pankratz, Roger S. Ed. Petrosko, Joseph M., Ed.

# **All Children Can Learn: Lessons from the Kentucky Reform Experience. The Jossey-Bass Education Series.**

Report No.—ISBN-0-7879-5523-X

Pub Date—2000-00-00

Note—320p.

Available from—Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104 (\$25). Tel: 415-433-1740; Fax: 415-433-0499; Web site:

<http://www.josseybass.com>; e-mail: [webperson@jbp.com](mailto:webperson@jbp.com).

Pub Type—Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Accountability, Change Agents,

\*Change Strategies, Curriculum Development,

\*Educational Change, Educational Finance,

\*Educational Improvement, Elementary Secondary Education, Standards, Strategic Plan-

ning

Identifiers—\*Kentucky Education Reform Act

1990

This book describes the nation's most comprehensive and longest-running statewide school-reform initiative: the 1990 Kentucky Education Reform Act (KERA). Focusing on the broad picture, the book is a compilation of 17 articles by education experts who were asked to examine the intended and unintended consequences of Kentucky's reform law. The book was written for education practitioners and policymakers and is also meant to help teachers and administrators understand how their work fits into the broader realm of school reform. The text is divided into four parts. Part 1 describes the foundation for Kentucky's reform law by looking at the judicial, legislative, and executive actions that led to reform. Part 2 describes KERA's impact on teaching and learning in the state during the past decade, with articles on assessment and accountability, content standards, results of the primary-school program, and impact on teachers. The next section discusses the three major initiatives of KERA to build the capacity of educators: professional development, professional standards, and professional challenges. The last part features initiatives of KERA that were designed to bring new players into school governance and support. Included in this section are discussions of democratic site-based councils, the reorganization of the department of education, and citizen activism. (Contains an index.) (RJM)

ED 454 579

EA 030 983

Lipka, Richard P. Lounsbury, John H. Toepfer, Conrad F., Jr. Vars, Gordon F. Alessi, Samuel P., Jr. Kridel, Craig

# **The Eight-Year Study Revisited: Lessons from the Past for the Present.**

National Middle School Association, Columbus, OH.

Report No.—ISBN-1-56090-153-5

Pub Date—1998-00-00

Note—170p.; Forward by William Van Til.

Available from—National Middle School Association, 4151 Executive Parkway, Suite 300, Westerville, OH 43081. Tel: 800-528-6672 (Toll Free); e-mail: [info@nmsa.org](mailto:info@nmsa.org); Web site: <http://www.nmsa.org/>.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Change Strategies, College Preparation, \*Curriculum Development, \*Educational Change, \*Educational Improvement, \*High Schools, Longitudinal Studies, Strategic Planning

Identifiers—\*Eight Year Study

This book examines the Eight-Year Study, or "Adventure in American Education," which was a landmark experiment in curriculum reform in 30 American high schools from 1933 to 1939. The study not only investigated the college success of the graduates of the 30 schools that were engaged in revising their curricula, but also attempted to stimulate secondary schools to develop better college preparatory programs. After establishing the context for the study in an introductory chapter, the volume presents a detailed analysis, describing the lessons learned regarding the implementation of change in education. The research methodology and the pioneering work in developing instruments that were used in the study, though frequently overlooked in retrospective works, are examined at length, particularly as they relate to noncognitive components of education. Likewise, the book looks at the graduates of the 30 experimental schools and assesses how they compared in college with their paired control partners. An analysis of the state of secondary education during the 1930s is also provided. The concluding chapter reviews the major

findings of the study and puts them into a middle-school perspective. It identifies 12 areas that the Eight-Year Study speaks to and how these relate to the middle-level education-reform effort. (RJM)

**ED 454 580** EA 031 048

Reuter, Peter Timpane, P. Michael

**Options for Restructuring the Safe and Drug-Free Schools and Communities Act.**  
RAND, Santa Monica, CA: Drug Policy Research Center.

Spons Agency—Ford Foundation, New York, NY; Department of Education, Washington, DC.

Report No.—ISBN-0-8330-3000-0

Pub Date—2001-00-00

Contract—S184U990002

Note—39p.

Available from—RAND Distribution Services, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138. Tel: 310-451-7002; Fax: 310-451-6915; e-mail: order@rand.org; Web site: <http://www.rand.org/>

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Drug Legislation, \*Drug Use, Educational Legislation, Elementary Secondary Education, \*Illegal Drug Use, Policy Analysis, Policy Formation, \*Program Effectiveness, Public Health Legislation, Public Policy, \*Resource Allocation, \*School Safety, Self Injurious Behavior

Identifiers—\*Safe and Drug Free Schools and Communities Act

Critics of the Safe and Drug-Free Schools and Communities Act (SDFSCA) point to both structural and substantive failures to explain the program's ineffectiveness. Moves toward reauthorization in Congress create the opportunity to consider needed reforms. Reform options should target those students most in need, ensure effective implementation, promote evaluation, require accountability, improve program capacity, and constrain administrative costs. Chapter 1, "Introduction," reviews the societal and legislative trends culminating in passage of the SDFSCA. Chapter 2, "Assessment," critically examines the program, reviewing such weaknesses as stagnant budgets, poor distribution of funds, vague goals, and a lack of coordination with other programs. Recent changes and new guidelines have begun to improve program effectiveness. Chapter 3, "Changing the Program," offers criteria to use in evaluating proposed reforms and considers a recent Clinton-era reform effort. Chapter 4, "Conclusion and Recommendations," suggests that combining drug prevention and antiviolen efforts under one program should be reconsidered. Specific recommendations for reforms include changing the within-state allocation formula to better reflect district capacities, replacing formula with direct federal grants, and creating requirements for local and state efforts. Any effective reform will require that the federal government stimulate greater local capacity and authority. (Contains 18 references.) (TEJ)

**ED 454 581** EA 031 049

DiGiulio, Robert C.

**Educate, Medicate, or Litigate? What Teachers, Parents, and Administrators Must Do about Student Behavior.**

Report No.—ISBN-0-7619-7824-0

Pub Date—2001-00-00

Note—146p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Rd., Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-7619-7824-0, \$21.95; hardcover: ISBN-0-7619-7823-2). Tel: 805-499-9734; Tel: 800-818-7243 (Toll Free); Fax: 800-4-1-SCHOOL (Toll Free); e-mail: order@corwinpress.com; Web site: <http://www.corwinpress.com>.

Pub Type—Books (010) — Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Antisocial Behavior, \*Behavior Problems, Culture, \*Delinquency, Due Process, Elementary Secondary Education, Medi-

cal Services, Popular Culture, Prosocial Behavior, \*School Community Relationship, \*School Culture, \*School Policy, School Safety, Self Injurious Behavior, Social Development, Socialization, Student Attitudes, Student Behavior, Student Rights

Identifiers—Johnson State College VT

This book explores factors that contribute to antisocial behavior among students and reviews the literature on preventing and responding to antisocial behavior. Chapter 1, "A Culture of Violence," links the widespread perception that school violence is increasing to a broader culture of violence. Schools are increasingly turning to medication and litigation to respond to antisocial behaviors. Chapter 2, "Myths and Realities: Schools, Violence, and Antisocial Behavior," examines prominent myths about school violence, including the views that schools are violent and unsafe, violence is increasing, only punitive solutions work, and security measures alone can effectively control violence. Chapter 3, "Social Behavior: Psychological, Philosophical, and Practical Bases," traces the origins of student behavior to socialization at home and school. Chapter 4, "Problem Areas: Where Social Behavior Becomes Anti-Social Behavior," explores the origins of antisocial behavior by examining the impact of the mass media, various socioeconomic causes, how schools can function as oppressive environments, and the ideological clash between legalism and socialization in addressing school violence. Chapter 5, "Reframing Views on Antisocial Behavior: Best School Practices," summarizes the role of schools in socialization. The chapter advances several promising school-level practices, including physical, programmatic, and personnel responses, and briefly reviews the most promising community-level responses, including community-school linkages, increasing funding, and ridding schools of weapons. (Contains over 200 references.) (TEJ)

**ED 454 582** EA 031 052

Lee, Valerie E. Croninger, Robert G.

**Elements of Social Capital in the Context of Six High Schools.**

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—1999-08-20

Contract—R306F60096

Note—34p. This study was supported by a grant from the Field-Initiated Studies Program, Office of Educational Research and Improvement. Contributors included Elisabeth DeGroot, Helen M. Marks, Patricia McMahon, and Douglas Ready. An earlier version of this paper was presented at the conference, "Social Capital: An International Conference Bridging Disciplines, Policies, and Communities" (Michigan State University, April 1998).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, High Risk Students, High Schools, \*Peer Relationship, Power Structure, \*Social Capital, \*Social Cognition, \*Social Differences, \*Social Exchange Theory, Social Networks, Social Psychology, Social Status, Social Structure

Identifiers—\*Bourdieu (Pierre), Office of Educational Research and Improvement, University of Michigan

The aim of this paper is to expand the conceptualization of social capital to guide investigations of the construct in educational settings. Based on fieldwork in six U.S. high schools, the authors present a framework for studying the effects of school-based forms of social capital on adolescents' academic development. The study identified six elements of social capital in this framework. Three address inherent qualities of social capital (its use, location, and intentionality), while three focus on organizational mechanisms that influence students' access to social capital (volition, impetus, and norms). Matching school contexts with these elements, the researchers found that social capital is easier to generate and sustain in schools of choice. Also, schools where social capital occurs naturally are not necessarily places where relationships between students and teachers are productive. Even in schools with well-intentioned teachers, positive

relationships, and innovative programs, disadvantaged social conditions limit students' academic development. The authors use their framework to discuss positive and negative aspects of social capital in these settings. The paper concludes with a discussion of the theoretical utility of social capital for educational research and policy. (Contains 44 references.) (Author/TEJ)

**ED 454 583** EA 031 053

**Charter School Laws: Ranking Scorecard.**

Center for Education Reform, Washington, DC.

Pub Date—2001-05-00

Note—9p.

Available from—For full text: [http://www.edreform.com/charter\\_schools/laws/ranking\\_2001.pdf](http://www.edreform.com/charter_schools/laws/ranking_2001.pdf).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Achievement, Accountability, \*Charter Schools, Educational Change, Educational Improvement, \*Educational Innovation, \*Educational Legislation, Educational Policy, Elementary Secondary Education, \*Government School Relationship, Laws, Politics of Education, School Effectiveness, \*State Legislation, \*State Regulation

Identifiers—Indiana

This is the fifth report prepared by the Center for Education Reform (CER) evaluating the capacity and flexibility of state laws promoting charter schools. Three primary factors were evaluated in preparing charter-school quality rankings by state. The center finds that the establishment of multiple sponsoring authorities, in addition to local school boards, is one of the most important mechanisms for promoting charter schools. Those states with multiple sponsoring authorities are home to over 80 percent of the nation's charter schools. The number of schools is the second criterion CER used to rank the quality of state charter-school laws. The third primary criterion employed by CER assesses the degree to which enabling legislation provides full legal autonomy to charter schools, freeing them to meet their objectives without undue interference from local school districts. Specific factors evaluated include year the charter law was passed, number of schools allowed, number of chartering authorities, number of eligible applicants, new starts allowed, ability to form new schools in the absence of public support, automatic waivers from state and district laws, legal autonomy, guaranteed full per-pupil funding, fiscal autonomy, and exemption from collective-bargaining agreements. Charter-school states are grouped as either "strong" or "weak" in their support of charter schools. New laws in some states (for example, Indiana) produced slight changes in rankings compared to past years, but general trends are holding, with Arizona, Delaware, and Michigan the most supportive of charter schools and Virginia, Kansas, and Mississippi the least supportive of the 38 states that allow charter schools. (Contains a copy of the press release accompanying the report.) (TEJ)

**ED 454 584** EA 031 055

Bogotch, Ira E.

**Precipitating Consequences in Educational Leadership: Diffusion, Activism, and Accountability.**

Pub Date—2001-00-00

Note—25p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Discourse, Culture, Educational History, \*Educational Philosophy, Educational Principles, Educational Research, \*Educational Researchers, Elementary Secondary Education, \*Leadership Effectiveness, Leadership Qualities, \*Leadership Responsibility, Moral Values, Researchers, \*Scholarly Communication, Social Responsibility, Social Structure

Identifiers—\*Dewey (John), Florida Atlantic University, University Council for Educational Administration

To overcome public skepticism, government agencies and policymakers are increasingly appro-



priating the term "research-based" to describe their work. This paper examines how educational leaders should respond to the politicization of their field, implicit in such characterizations, by examining how the field might look if the words "culture," "context," and "borders" were central in scholarship. Changes in scholarship since the pivotal 1997 University Council for Educational Administration conference are closely considered. Because it is impossible to predict all the consequences of change in advance, effective leaders must learn to incorporate new ideas into ongoing research, support the efforts of researchers, and build suitable accountability systems. The two narratives dominant in the culture of educational leadership, moral authority and structural-functionalism, have been imposed on the field from without. The 1997 UCEA conference attempted to reverse this dynamic by reintroducing the sociopolitical contexts and ideas inherent in the field, facilitating a richer, more genuine dialogue. Making culture, context, and border crossings more prominent in educational scholarship requires beginning the discourse with a review of existing definitions, associating cultural context with social problems, conducting quality research studies, and creating new literacies. Numerous examples of successful efforts are analyzed. Motivating and sustaining challenges to the status quo requires recognizing the demands placed on educational institutions by the increasing diffusion of diversity, the certainty of new demands on the system from activists, and a renewed emphasis on making schools accountable to society. (Contains 58 references.) (TEJ)

**ED 454 585** EA 031 056

Spencer, Brenda L.

**The Seduction of the Subject/Citizen: Governmentality and School Governance Policy.**

Pub Date—2001-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Speeches/Meeting Papers (150) — Translations (170)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Discourse, \*Citizen Participation, Discourse Communities, Educational Change, \*Educational Policy, Elementary Secondary Education, Foreign Countries, \*Policy Analysis, \*Power Structure, \*Social Control, Social Reinforcement, Social Structure

Identifiers—American Educational Research Association, \*Foucault (Michel), Ontario, \*Ontario Department of Education (Canada)

Traditional educational policy analysis is typically evaluative, focusing on degrees of success or failure, often obscuring how particular forms of knowledge and power reproduce social inequality. A Foucauldian, postmodern framework is particularly appropriate for analyzing educational policy because, in part, the Foucauldian concepts of "discipline," "power," "the subject," and "governmentality" can reveal how significant policy problems related to social inequality are embedded in the discourses of democratization and of responsibility and accountability. Several texts were analyzed, including policy documents and other materials available on the Ontario Ministry of Education and Training Web site. As in other places, Ontario's new reforms reflect a fixation on reforming schools to improve economic competitiveness. Key findings from this investigation include the observation that reforms intended to empower all educational stakeholders are limited by a larger political and economic context. As in other Western nations, the devolution of authority implied by Ontario's reforms, designed to invest all stakeholders in carrying out successful reforms tailored to local realities, is fundamentally limited by the continuing realities of centralized control of funding and accountability processes. The populist-sounding discourse of devolution, decentralization, and participation work to align the self-regulating subject/citizen to the desires of the state in ways that undermine social equity. Further research is needed to assess how the discourses embedded in policy documents are perceived, used, and resisted by local

school council members. (Contains 46 references.) (TEJ)

**ED 454 586** EA 031 057

Cuban, Larry, Ed. *Shipp, Dorothy, Ed.*

**Reconstructing the Common Good in Education: Coping with Intractable American Dilemmas.**

Report No.—ISBN-0-8047-3863-7

Pub Date—2000-00-00

Note—304p.; Contributing authors include William J. Reese, Ted Mitchell, Daniel Perlstein, Ruben Donato, Dorothy Shipp, David F. Labaree, Harvey Kantor, Robert Lowe, Larry Cuban, Elisabeth Hansot, Michael B. Katz, and John Meyer.

Available from—Cambridge University Press Distribution Center, 110 Midland Ave., Port Chester, NY 10573-4930 (paper: ISBN-0-8047-3863-7, \$19.95; hardcover: ISBN-0-8047-3862-9, \$55). Tel: 800-872-7423 (Toll Free); Fax: 914-937-4712.

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Capitalism, \*Citizenship Education, Community Attitudes, \*Community Development, Community Role, Democracy, Educational Change, \*Educational Philosophy, Educational Policy, \*Educational Principles, Elementary Secondary Education, Ethical Instruction, \*School Community Relationship, Social Environment

Identifiers—Stanford University CA

This edited work brings several generations of Professor David Tyack's students and colleagues together to explore the purpose and structure of schooling for the common good. For most of the last century, school reformers have attempted to employ schools to solve nearly every social ill. Reforms since the 1980s have, in the main, emphasized using schools to improve the economic performance of the country, often neglecting other objectives, and in ways that frequently aid those already privileged by race, class, or gender. Examples of these reforms include vouchers, charter schools, and privately run public schools. Despite relentless criticism by those fixated on economic competitiveness, support for the broader purpose of nurturing good citizens remains strong among the public. The first part of this work explores different ways of perceiving the "common good" in public education at key points of school reform over the last century, including the evolution of national educational agendas, the dilemma of indoctrination, education and Hispanics, and corporate management of troubled urban schools. The second part of this work examines the social and political implications of different ways of viewing the common good, including the need to pursue social justice, historic critiques of the role of bureaucracy in schoolings, and the ideological divide between progressives and conservatives regarding what constitutes good schools. The third part considers the relationship of tradition to modern democracies, tensions between community life and regulatory pressures, and the ways in which education has become a secular American religion. (Contains over 500 references.) (TEJ)

**ED 454 587** EA 031 058

English, Fenwick W. Steffy, Betty E.

**Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability.**

Report No.—ISBN-0-8108-3971-7

Pub Date—2001-00-00

Note—165p.

Available from—Scarecrow Press, Inc., 4720 Boston Way, Lanham, MD 20700 (paperback: ISBN-0-8108-3971-7, \$24.95; hardcover: ISBN-0-8108-3970-9, \$45). Tel: 800-462-6420 (Toll Free); Fax: 800-338-4550 (Toll Free); Web site: <http://www.scarecrowpress.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Accountability, \*Curriculum Development, \*Educational Change, Elementary

Secondary Education, \*Testing, \*Testing Problems

Identifiers—\*Curriculum Alignment

This report discusses deep curriculum alignment and is designed to serve as a practical guide to an educational strategy that embraces the philosophy of "what is tested is what is taught." Chapter 1 describes misconceptions and misuses of rhetoric about public education, popular myths about tests, and the nature of curriculum alignment. Chapter 2 describes the dynamics of the educational playing field embodied in the tensions between curriculum alignment and high-stakes testing. Chapter 3 considers practical ways of starting and developing the alignment process. Chapter 4 reviews three case studies of curriculum alignment; describes pedagogical parallelism which creates an alternative but parallel environment where students not only learn what is on a test but learn more; and lays out a practical step-by-step guide to implementing this environment. Chapter 5 discusses the problems involved with the current form of high-stakes accountability tests, positive trends in state assessment programs, the need for reasserting the primacy of curriculum in the testing debate, and problems involved with teaching social justice. It also considers the question whether colleges of education are contributors of solutions or problems to educational and institutional inflexibility. Chapters conclude with a list of key concepts, practical application guides, and lists of references. (RT)

**ED 454 588** EA 031 059

Bonstingl, John Jay

**Schools of Quality. Third Edition.**

Report No.—ISBN-0-7619-7855-0

Pub Date—2001-00-00

Note—161p.

Available from—Corwin Press, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-7619-7855-0, \$24.95; hardcover: ISBN-0-7619-7854-2, \$55.95). Tel: 805-499-9734; Fax: 800-4-1-SCHOOL; e-mail: [order@corwinpress.com](mailto:order@corwinpress.com); Web site: <http://www.corwinpress.com>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Administration, Educational Change, \*Educational Environment, \*Educational Experience, \*Educational Philosophy, \*Educational Principles, \*Educational Quality, Elementary Secondary Education, Lifelong Learning, Partnerships in Education, School Culture, \*Total Quality Management

This book presents the concept that quality as a keystone philosophy in today's business world can be applied to school systems as a means to improving education and all aspects of school culture, producing a school of quality. The author uses examples such as Japan's adopting William E. Deming's quality-control principles to help it skyrocket from post-World War II destitution to becoming a powerful driving force in the global economy, whereas America experienced a decline. The intelligent application of quality control in process as well as product lowers the costs involved in correcting errors further down the product assembly line. Additionally, the creation of meaningful relationships among departments, work groups, and customers enhances worker morale and effectiveness. Application of this philosophy of Total Quality Management to the school environment produces a meaningful and enriching experience for students, teachers, and administrators conducive to lifelong learning. Appendices provide practical tools for school organizational transformation, charts defining roles for School of Quality participants, Deming's management scheme applied to companies and schools, a comparison of Quality and traditional paradigms, an educational impact report, the SCANS report, a description of the Malcolm Baldrige National Quality Program, and sources of additional information. (RT)

**ED 454 589** EA 031 060

Miller, Karen Kirkland Hart, Wayne

**Choosing an Executive Coach. An Ideas into Action Guidebook.**

Center for Creative Leadership, Greensboro, NC.  
Report No. —CCL-410; ISBN-1-882197-63-1  
Pub Date—2001-00-00  
Note—31p.

Available from—Center for Creative Leadership,  
P.O. Box 26300, Greensboro, NC 27438-6300  
(\$8.95). Tel: 336-286-4480; Fax: 336-282-  
3284; Web site: <http://www.cl.org/publications>.  
Pub Type—Guides - Non-Classroom (055)  
EDRS Price - MF01 Plus Postage. PC Not  
Available from EDRS.

Descriptors—Elementary Secondary Education,  
\*Management Development, Postsecondary Edu-  
cation

Identifiers—\*Executive Coaches

Executive coaching has become increasingly popular for managers and executives who need individualized, unbiased input to help them make the most of their developmental experiences. Executive coaching is a formal engagement that matches a qualified coach with an organizational leader in a series of dynamic, confidential sessions designed to establish and achieve clear goals that will result in improved business effectiveness, both for the individual and the organization. A good coach helps executives develop clarity of purpose and focus on action. Coaching works best when it is part of a development plan. For coaching to deliver its promised results, executives need to find the right coach. Finding the right coach can be a challenge because executive coaching is an unlicensed profession. Preliminary screening helps to narrow the coaching search. Coaching engagements usually begin with one or more lengthy face-to-face meetings in which the coach and the client build the rapport necessary for honest communication and establish realistic guidelines and expectations. Engagements typically last for 6 to 18 months. Managers who have identified skill areas they want to improve can often benefit dramatically from coaching. (RT)

ED 454 590 EA 031 064  
Munford, Rhonda L.

**Extended Learning Initiatives: Opportunities and Implementation Challenges. Profiles of Six Selected State-Sponsored Initiatives.**

Council of Chief State School Officers, Wash-  
ington, DC.

Spons Agency—Annie E. Casey Foundation, Bal-  
timore, MD.; Mott (C.S.) Foundation, Flint,  
MI.

Pub Date—2000-05-00

Note—60p.; Produced under the direction of  
Cynthia G. Brown.

Available from—Council of Chief State School  
Officers, One Massachusetts Ave., NW, Suite  
700, Washington, DC 20001. Tel: 202-408-  
8072; e-mail: [pubs@ccsso.org](mailto:pubs@ccsso.org).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Academic  
Education, Elementary Secondary Education,  
\*Enrichment, \*Extended School Day, \*Extension  
Education, \*State Programs

Identifiers—California, Illinois, Kentucky, Massa-  
chusetts, Minnesota, Texas

This report contains the profiles of state-spon-  
sored extended learning initiatives in California,  
Illinois, Kentucky, Massachusetts, Minnesota, and  
Texas. They address the need to provide extra time  
and opportunity for students who have difficulty  
meeting today's standards, and for students who are  
meeting standards during the school day, but want  
to enrich their educational and developmental expe-  
riences. Projects with adult supervision can help  
minimize high-risk behaviors (substance abuse,  
sexual activity, and crime) that increase during late  
afternoon hours. Research shows that effective  
extended learning and development programs can  
improve academic achievement and provide enrich-  
ing, safe options for American youth. A 40-item,  
open-ended survey was designed to profile initia-  
tives. Topics covered include: (1) major program  
components and background data; (2) eligibility  
and application requirements; (3) description of tar-  
get population and funded afterschool projects; (4)  
student outcomes and program evaluation; and (5)  
lessons learned. Each profile starts with back-  
ground and historical data, followed by discussion

on how the initiative works, its administrative struc-  
ture, how it is funded, the role of collaboration,  
monitoring and measuring success, successful strat-  
egies, lessons learned, and barriers to success. Side-  
bar topics supplement or support information in the  
main text. Contact information also is included for  
each initiative. (RT)

ED 454 591 EA 031 065  
Howley-Rowe, Caitlin Leopold, Gregory D.

**Evaluation Report of the AEL CSRD Acad-  
emy for External Facilitators: 2000 Summer  
Institute.**

AEL, Inc., Charleston, WV.

Spons Agency—Office of Educational Research  
and Improvement (ED), Washington, DC.

Pub Date—2000-09-00

Contract—RJ96006001

Note—59p.; Document was produced by the  
CSRD Evaluation Team of the Planning, Re-  
search, and Evaluation Unit of AEL, Inc.

Available from—AEL, Inc., P.O. Box 1348,  
Charleston, WV 25325-1348. Tel: 800-624-  
9120 (Toll Free).

Pub Type—Reports - Evaluative (142) — Tests/  
Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Educational Improvement, Ele-  
mentary Secondary Education, School Effec-  
tiveness, School Support

Identifiers—Virginia

The Academy for External Facilitators is a signif-  
icant component of AEL's Comprehensive School  
Reform Demonstration and is the subject of this  
report. External facilitators are usually assigned by  
state departments of education to assist low-per-  
forming schools. This report summarizes evalua-  
tion of the second summer institute of the Academy  
for External Facilitators, convened August 2-5,  
2000. Forty-seven participants from Kentucky, Ten-  
nessee, Virginia, and West Virginia attended the  
institute. Participants tended to be pleased with the  
institute and perceived presenters to be competent  
and their presentations professional and appealing.  
External facilitators participating in both the 1999  
and 2000 institutes showed more skill and knowl-  
edge in 2000 with regard to school reform models  
and strategies, technological abilities, team build-  
ing, group process, resource identification, the  
change process, situational analysis, and collabora-  
tive leadership. Recommendations included provid-  
ing participants with more time to interact with  
presenters, focusing future institutes on areas in  
which external facilitators report the least expertise,  
and continuing to offer participants access to Acad-  
emy resources and events to support ongoing work.  
There are 14 tables and one figure. Appendices  
include a Stages of Concern Questionnaire, an  
External Facilitator Self-Assessment Question-  
naire, session evaluation forms, an Overall Institute  
Evaluation Form, the 2000 Institute Agenda, and the  
Completed Evaluation Standards Checklist.  
(RT)

ED 454 592 EA 031 066

Van de Water, Gordon Rainwater, Terese

**What Is P-16 Education? A Primer for Legis-  
lators. A Practical Introduction to the Con-  
cept, Language and Policy Issues of an  
Integrated System of Public Education.**

Education Commission of the States, Denver, CO.  
Pub Date—2001-00-00

Note—37p.; Foreword by Julie Davis Bell.

Available from—Education Commission of the  
States, 707 17th Street, Suite 2700, Denver,  
CO 80202-3427 (Number P16-01-01, \$10). Tel:  
303-299-3692; Fax: 303-296-8332; Web Site:  
<http://www.ecs.org>; e-mail: [ecs@ecs.org](mailto:ecs@ecs.org).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Academic  
Education, \*Educational Change, Educational  
Improvement, \*Educational Legislation, Educa-  
tional Opportunities, Educational Planning, El-  
ementary Secondary Education, Higher  
Education, \*Legislators, Preschool Education,  
\*Public Education

A growing number of states are taking steps to  
transform three largely disconnected levels of pub-

lic education—preschool, K-12, and postsecond-  
ary—into a more coherent, integrated system called  
P-16. P-16 is based on the concept of a seamless  
continuum of public education stretching from pre-  
school to grade 16, culminating in a baccalaureate  
degree. Among the major goals of a P-16 system are  
expanding access to early learning for children ages  
3 to 5; smoothing student transitions from one level  
of learning to the next; closing the achievement gap  
between white and minority students; upgrading  
teacher education; and improving college readiness  
and college success. Legislators are uniquely posi-  
tioned to provide vision and leadership for P-16 ini-  
tiatives in their states. They can play a crucial role  
in addressing shortcomings of the current system;  
exploring strategies for closing gaps and overcom-  
ing institutional resistance; and building consensus  
for change. This primer is a practical guide to a P-  
16 educational system. It contains a basic orienta-  
tion to P-16 education, an overview of the varying  
definitions of P-16, and specific policy questions  
for legislators to consider. Appendices include a  
glossary of terms, a list of selected readings, and  
links to a variety of resources and materials on P-  
16. (RT)

ED 454 593 EA 031 067

**Maryland Task Force on the Principalship:  
Recommendations for Redefining the Role of  
the Principal; Recruiting, Retaining, and  
Rewarding Principals; and Improving Their  
Preparation and Development.**

Maryland State Dept. of Education, Baltimore.

Pub Date—2000-08-30

Note—85p.; Adopted by the Maryland State  
Board of Education, August 30, 2000.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Education, Adminis-  
trator Effectiveness, Administrator Role, \*Ad-  
ministrators, \*Principals, Secondary Education  
Identifiers—\*Maryland

In 1998, the Maryland Association of Secondary  
School Principals (MASSP) interviewed 21 super-  
intendents and 121 aspiring, assistant, and current  
principals and found that a severe and worsening  
shortage of secondary administrators exists. This  
report describes the nature of the shortage problem  
and recommendations made by the Maryland Task  
Force on the Principalship to address it. Chapter 1  
characterizes the administrator shortage and poses  
questions that frame possible responses. Chapter 2  
summarizes the recommendations made by the task  
force which are discussed in further detail in the fol-  
lowing chapters. Chapter 3 contains recommenda-  
tions for streamlining the principal's role by  
stripping away extraneous responsibilities that  
impede his or her work. Chapter 4 discusses the  
need for professional development programs for  
prospective and current principals. Chapter 5 re-  
commends adjusting principal compensation to bet-  
ter reflect principalship responsibilities, stresses,  
and accountability. Chapter 6 presents principals'  
perspectives on their job satisfactions and chal-  
lenges, and expresses the hope that this report will  
generate discussion about the administrator short-  
age. The report includes a glossary of acronyms and  
a reference list. Five appendices describe the state  
of the secondary principalship, present standards  
set forth by the Interstate School Leaders Licensure  
Consortium, discuss the Seven Dimensions of  
Effective School Leadership, cite research, and lay  
out an implementation plan and timeline. (RT)

ED 454 594 EA 031 069

David, Robert, Ed.

**Moving Forward from the Past: Early Writ-  
ings and Current Reflections of Middle  
School Founders.**

National Middle School Association, Wester-  
ville, OH.; Pennsylvania Middle School Asso-  
ciation, Pittsburgh.

Report No.—ISBN-1-56090-154-3

Pub Date—1998-00-00

Note—241p.

Available from—National Middle School Associ-  
ation, 4151 Executive Parkway, Suite 300,  
Westerville, OH 43081 (Order Number 1254;  
\$25; Internet price, \$18). Tel: 800-528-6672

(Toll Free); e-mail: info@nmsa.org; Web site: <http://www.nmsa.org>.

Pub Type— Books (010) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Adolescent Development, \*Adolescents, \*Educational History, Junior High Schools, \*Middle Schools

Twenty-three articles by five educators who wrote in the 1960's and 1970's about the then new concept of the middle school are gathered, along with current essays reflecting on the insight these papers provide for current middle-school concerns. In the first section, C. Kenneth McEwin reflects on the current impact of these writings of William M. Alexander: "The Junior High School: A Changing View," "Program and Organization of a Five Through Eight Middle School," and "The New School in the Middle." Donald H. Eichhorn presents "New Knowledge of 10 Through 13 Year Olds," "The Emerging Adolescent School of the Future-Now," "Middle School: An Evolving Idea," and his own updated reflections. John H. Lounsbury provides "What Has Happened to the Junior High?", "What Keeps Junior From Growing Up," "How the Junior High School Came To Be," "Assuring the Continued Success of the Middle School," and his own current reflections. Conrad F. Toepfer, Jr. offers "Who Should Teach in Junior High," "Curricular Imperatives for the Middle School," "Some Operational Problems in Educating Emerging Adolescent Learners," "Challenge to Middle School Education: Preventing Regression to the Mean," and a current reflection entitled "Preparing Today's Young Adolescents to Succeed in Tomorrow's World." Gordon F. Vars contributes "Preparing Junior High School Teachers," "Change—and the Junior High," "Junior High or Middle School: Which Is the Best for the Education of Young Adolescents?," and "The Middle School: Fresh Start or New Delusion?" with his own reflections. (Contains 149 references.) (RKJ)

ED 454 595

EA 031 070

Brown, Robert J. Cornwall, Jeffrey R.

The Entrepreneurial Educator.

Report No.—ISBN-0-8108-3899-0

Pub Date—2000-00-00

Note—155p.

Available from—Scarecrow Press, Inc., 15200 NBN Way, P.O. Box 191, Blue Ridge Summit, PA 17214 (cloth: ISBN-0-8108-3883-4, \$45; paper: ISBN-0-8108-3899-0, \$22.50). Tel: 800-462-6420 (Toll Free); Fax: 800-338-4550 (Toll Free).

Pub Type— Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Business Administration, Corporate Education, \*Educational Administration, Elementary Secondary Education, \*Entrepreneurship, Marketing, Risk

The entrepreneurial attitude is recommended to school managers of public schools, private schools, or public schools managed for profit. The entrepreneur recognizes that change brings opportunities rather than threats, reacts to change proactively rather than reactively, actively fosters creativity beyond the classroom, uses less formal and centralized authority, distinguishes between a good idea and a good idea with a specific market with a feasible financial margin, develops well constructed business plans, and is able to forecast as well as budget. Chapters titles are as follows: (1) How We Got Here; (2) The Role of Entrepreneurship in Education; (3) The Traditional versus the Entrepreneurial Educational Organization; (4) Creating an Entrepreneurial Culture; (5) The Educational Entrepreneur; (6) Planning and Implementation of the Entrepreneurial Community; (7) Marketing (8) Telling Your Story: Perception Is Reality; (9) Creating Educational Opportunities through Partnerships; (10) Seeking and Securing Grants; (11) Local Money Sources and (12) Use of Intellectual Property. (Contains an index and 22 references.) (RKJ)

ED 454 596

EA 031 071

Sonstelie, Jon Brunner, Eric Ardon, Kenneth

For Better or for Worse? School Finance Reform in California.

Public Policy Inst. of California, San Francisco. Report No.—ISBN-1-58213-018-3

Pub Date—2000-00-00

Note—273p.

Pub Type— Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Finance Reform, \*Financial Policy, Public Schools, \*State Courts, \*State Legislation Identifiers—\*California, Proposition 13 (California 1978), \*Serrano v Priest, Tax Reform Act 1986

The consequences of the 1971 California Supreme Court decision "Serrano vs. Priest," in which the court sought to level disparities in school expenditure, and of the 1978 Proposition 13 property tax limitations are examined. The book concludes that changing the way California finances schools without changing the way it governs them has not been good overall. After an introduction that gives an overview of the book and its data sources, chapter 1 "Local Finances and the Origin of School Finance Reform," and chapter 2, "From Local to State Finance," describe California's educational finance system up to 1970. Chapter 3 reviews the "Serrano" ruling, including the revenue latitude given for special needs of school districts (categorical aid). Chapter 4 examines how the state has used that latitude, noting that more high-spending districts leveled down than low-spending districts leveled up. Chapter 5 explains how the Gann Initiative, the Tax Reform Act, Proposition 98, and loss of the business subsidy provided by local property taxes led to 15 percent less money spent per pupil. Chapter 6 shows how this decline in spending affected class sizes and teachers salaries. Chapter 7 considers the connection between the decline in revenue and a decline in achievement test scores. Chapter 8 examines whether students increasingly left for the private sector after finance reforms. Chapter 9 considers the inequities in parental voluntary contributions between districts. Chapter 10 considers differences in housing values that may reflect perception of district quality. Finally, chapter 11 summarizes data and makes suggestions for the future. Each chapter has an appendix with relevant data in table format. (Contains 130 references.) (RKJ)

ED 454 597

EA 031 073

Pang, Nicholas Sun-Keung

What We Know and How We Know It: A Preliminary Study of Managerial Practices of High Schools in Shanghai.

Pub Date—2001-04-00

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administration, \*Attitude Measures, Foreign Countries, \*High Schools, Organizational Climate, \*School Administration Identifiers—\*China (Shanghai), \*School Values Inventory

The School Values Inventory (SVI) was used to examine teacher preferences concerning managerial practices of high schools in Shanghai. The SVI includes subscales of organizational values as formality, bureaucratic control, participation, collaboration, and teacher autonomy. When the 50-item instrument was administered to 980 teachers from 27 randomly selected Shanghai schools, most teachers indicated a greater preference for participation and collaboration, increased communication and consensus about the schools goals, and greater discretion in their daily work. Principal component analysis between the teacher's personal values and the school's espoused values was used to classify values as strong, moderate, weak, or conflicting. Strong values, for example, were those with greater degrees of sharing of organizational values between

the teacher and the school. In general, the findings suggest four managerial strategies. School management should stress the partnership between administrators and teachers rather than the superordinate-to-subordinate relationship, thus emphasizing participation and collaboration. School managers should create a school that is goal-oriented with an emphasis on communication and consensus. Ideally the school should be professionally oriented and should allow teachers significant discretion in the workplace, especially evaluating their own performance and setting their own goals. (Contains 26 references, 3 figures, and 3 tables.) (Author/RKJ)

ED 454 598

EA 031 081

Aronson, Rosa

At-Risk Students Defy the Odds: Overcoming Barriers to Educational Success.

Report No.—ISBN-0-8108-3993-8

Pub Date—2001-00-00

Note—148p.

Available from—Scarecrow Press, Inc., 15200 NBN Way, P.O. Box 191, Blue Ridge Summit, PA 17214 (cloth: ISBN-0-8108-3992-X, \$45; paper: ISBN-0-8108-3993-8, \$19.95). Tel: 800-462-6420 (Toll Free); Fax: 800-338-4550 (Toll Free).

Pub Type— Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Coping, Elementary Secondary Education, \*High Risk Students, Higher Education, Poverty, \*Resilience (Personality)

The phenomenon of educational resilience in at-risk students involves complex questions and answers. Seven people were interviewed whose lives are chronicled in the context of surviving and achieving despite significant barriers to success in life. They encountered common hindrances arising from poverty, racial and ethnic identity, isolation, hostile environments, lack of education history, linguistic and cultural adjustment, conflict between school and home, and neglect and abuse. Six conditions reversing the effects of adversity and enabling coping strategies were identified in these stories, including a strong family, a support system, good teachers, caring adults, role models, and turning points and other significant experiences. Respondents' educational achievements commonly resulted in sensitivity to the struggles of others, performing service to others, and finding meaning in their experiences. Insights from these stories suggest that resilience is a transformational process involving not just the individual but also society and culture. It helps low-income students bridge the education gap and cross class boundaries. Recommendations for overcoming educational adversity include raising expectations of students, ending or curbing social labeling, providing opportunities, improving social services, and fostering a culture of equality. (Contains 48 references.) (RT)

ED 454 599

EA 031 085

What Are Charter Schools?

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NLE-2000-4303

Pub Date—2000-00-00

Contract—RK95188001

Note—6p.; This brochure is based on the 1999 ERIC Digest "Charter Schools: An Approach for Rural Education," written by Timothy Collins, and the 1998 ERIC Digest "Charter Schools," written by Margaret Hadderman.

Available from—For full text: <http://www.access-eric.org/resources/parent/parent.html>. ACCESS ERIC, 2277 Research Blvd., 7A, Rockville, MD 20850. Tel: 800-538-3742 (Toll Free).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Charter Schools, Elementary Secondary Education, Nontraditional Education

Charter schools are public schools operated under a charter (contract) between a public agency and groups of parents, teachers, school administrators, or others who want to create more alternatives and choice within the public school system. The



contracted agencies are expected to produce agreed-upon levels of student achievement within a certain period (usually three to five years). If they don't, their sponsors may end their charters. Charter schools give parents, students, and educators public school alternatives based on the idea that competition will bring new educational ideas. This brochure provides an overview of the charter school movement's history and development up to the present time, and provides a short description of their varying structures, operations, student populations. Some of the arguments for and against charter schools are listed. A basic step-by-step procedure is presented allowing one to design and start a charter school in one's community. The brochure also lists organizational and Web site sources, and references for additional information. (Contains 14 references.) (RT)

ED 454 600

EA 031 086

Ercein, S. Sule

# With Which Values Are Elementary Schools Administered in Turkey?

Pub Date—2001-00-00

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrative Principles, \*Administrator Characteristics, Elementary Education, Foreign Countries, \*Values

Identifiers—\*Turkey

This study examined the personal values of elementary school administrators in Turkey. Data were collected from 104 principals and 254 assistant principals in elementary schools located in the borders of metropolitan Ankara. Information compiled included gender, level of education, job title, seniority, and level of adoption (using a scale of 0 to 4) of personal values such as money, power, family, aesthetics, creativity, and social dimensions. Statistical analysis of the data shows that elementary school administrators adopt personal values in descending order of importance starting with family, social relations, creativity, power, aesthetic, and money. Two conclusions are that personal values of elementary school administrators are consistent with the dominant values of Turkish society, and that educational organizations do not show the level of success in creating and developing new values as they do in promulgating traditional values. It is proposed that school administrators' personal values be analyzed and redefined and that the number of female administrators be increased because their values are more harmonious with the position than men's. Statistics are presented in five tables. (RT)

ED 454 601

EA 031 089

Achilles, C. M. Finn, J. D. Gerber, Susan B.

# Small Classes Do Reduce the Test-Score Achievement Gap.

Spons Agency—Spencer Foundation, Chicago, IL

Pub Date—2000-10-26

Note—53p.; Paper presented at the Annual Meeting of the Council of Great City Schools (Los Angeles, CA, October 26, 2000). Written with H. Pate-Bain, J. Boyd-Zaharias, and G. M. Panno.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Achievement Gains, \*Class Size, Primary Education

Identifiers—\*Student Teacher Achievement Ratio Project TN

Tennessee's Project STAR, a randomized experiment involving almost 12,000 pupils, demonstrated convincingly that small classes in the early elementary (K-3) grades increase pupil performance, reduce the test-score achievement gap between or among different social groups, and can have long-lasting effects. The benefits are greater for minority students, resulting in a reduced minority-White achievement gap. This paper summarizes latest research on the immediate and long-term effects of small classes. Section 1 discusses the need for independent research on important education issues such as class size and achievement gap. Section 2

begins with a call for clear definition of terms in any class-size discussion. Section 3 presents evidence from recent non-STAR sources related to class size and student achievement. Section 4 offers a summary, conclusions, and some recommendations, including conditions for implementing small classes, problems that districts have encountered, and conditions likely to maximize small-class benefits. Three figures and 14 tables show trends in data. Appendices include a description of STAR, a summary of class-size findings and issues derived from various sources, part of Texas HB 72 which mandated small classes, a major caveat on Texas data, and a discussion about the Black-White test score gap. (RT)

ED 454 602

EA 031 091

Jones, Gary Creighton, Theodore B.

# Lessons from the Performing Arts: Can Auditioning Improve the Selection Process in University Administration Preparation Programs in the 21st Century?

Pub Date—2001-02-00

Note—22p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 16, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Education, \*Administrator Evaluation, \*Administrator Selection, Elementary Secondary Education

With approximately 50 percent of school administrators retiring over the next 10 years, school leader preparation programs are under pressure to admit adequate numbers of candidates to justify their costs and continued existence. Candidate recruitment and selection suffer, however, from ongoing practical problems including the use of grade-point averages, recommendations/references, Graduate Record Examination scores, writing samples, and personal interviews as primary criteria for assessing candidates' merits. Consequences are low standards of admission, lowered quality of instruction, diminished status of educational administration programs in the eyes of the public, and candidates' receiving credentials just by taking requisite courses. Auditioning candidates in much the same way as is done in the performing arts is recommended as a behavior-based way of evaluating how potential school leaders perform in real-life situations. Two scripted scenarios are described in which a candidate interacts with an irate parent over the phone, and another interacts personally with a concerned parent group. Assessment forms provide information on how effectively each scenario was handled in ways not necessarily addressed by traditional criteria. It is hoped that by adding the audition to school-leader selection criteria, the selection process itself will be improved. (Contains 21 references and 4 tables.) (RT)

ED 454 603

EA 031 100

Wraga, William G.

# Who Wrote the Cardinal Principles Report? The Commission on the Reorganization of Secondary Education Revisited.

Spons Agency—Georgia Univ., Athens. Coll. of Education.

Pub Date—1999-10-15

Note—50p.; Paper presented at the Annual Meeting of the History of Education Society (Decatur, GA, October 15, 1999). Also supported in part by a Faculty Research Grant from the University of Georgia Research Foundation.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational History, Educational Objectives, \*Foundations of Education, \*Secondary Education

Identifiers—Kingsley (Clarence Darwin), Snedden (David Samuel)

This study refutes Edward A. Krug's view of the primary authorship of the document created by the Commission on the Reorganization of Secondary Education in 1918. In general, the commission endorsed cardinal principles that emphasized the practical over the intellectual as well as the impor-

ance of social control and social efficiency. The document was well received and highly influential until it began to be criticized by education scholars in the 1950s. In addition to concerns about the content of the document, Krug offered evidence that the document was primarily influenced by one member, rather than representing the ideas of the whole commission. He pointed out that one member, Clarence Kingsley, was a follower of David Snedden, whose ideas resemble those propounded by the commission. Krug's evidence is examined point by point and disputed. Similar ideas are found in sources other than Snedden, and documentation is offered to show that other members made substantive contributions to the final report. (Contains 96 references.) (RKJ)

ED 454 604

EA 031 101

Peca, Kathy

# Positivist Educational Administration Research, Theory, and Practice.

Pub Date—2000-12-00

Note—20p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Administration, Educational Research, \*Logical Thinking, Philosophy

Identifiers—\*Empirical Analysis, \*Logical Positivism

Logical positivism, or logical empiricism, emphasizes rationality, especially preferring the verification of facts over speculation. This report clearly places traditional research methodology in education in the arena of logical positivism. Since reality is seen as ordered and objective, assumptions are made about people and the gathering of data. Human behavior is rational, and problems can be solved rationally. The regularities of human behavior will result in laws of human behavior. Data can be gathered without altering the organization being studied. Organizations are seen as basically similar whether they are schools, businesses, political organizations, or health-care organizations. The role of administration will also be similar. Any administrator maintains order through rewards and sanctions for the purpose of attaining organizational goals. Many sources are cited as currently advocating positivist theory, including textbooks for educational administration. (Contains 28 references.) (RKJ)

ED 454 605

EA 031 103

Mertz, Norma T. McNeely, Sonja R.

# Blind Man's Bluff: Instructional Leadership, Teacher Selection and Rational Decision-Making.

Pub Date—2001-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Decision Making Skills, Elementary Secondary Education, \*Instructional Leadership, \*Logical Thinking, \*Principals

Little research has been done to discover the process of selection of teachers by principals. This paper reports the results of a small study in which 29 principals in 11 districts in Tennessee were interviewed to determine the process used to hire a teacher, with the results analyzed for instructional leadership and rational decision making. If the results of this study are representative of most principals, the process leaves much to be desired. Most of the study's principals admitted to making the decision to hire a teacher in the first few minutes of an interview, evidently based on the candidate's resemblance to a mental picture of how a successful teacher should appear. Gut instinct was a phrase often mentioned. A major concern for the principals was whether the new hire would fit in with the current staff. Minimally, this might imply keeping things as they are, rather than perceiving a newly hired teacher as a chance to move in new directions. If a candidate has much to offer but does not project the appearance, personality, or mannerisms of other

staff members or of a stereotypical teacher template, a chance for positive change may be lost. (Contains 38 references.) (RKJ)

**ED 454 606** EA 031 104  
McCreight, Carolyn

**A Meta-Analysis of Research: Hispanic Women in Leadership.**

Pub Date—2001-04-00

Note—9p.

Pub Type—Information Analyses (070)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Hispanic Americans, \*Leadership, \*Meta Analysis, \*Minority Group Teachers, \*Women Administrators, \*Women Faculty

Identifiers—Dame Schools, National Center for Educational Statistics

This report summarizes the pattern of employment in education for women and minorities from colonial times to the present. Initially, women taught basic skills to young children, and men taught in secondary schools, academies, and colleges. By the 1900s, administration was seen as separate from teaching. Women were seen as better at understanding children, and men were seen as leaders. Women currently compose nearly 42 percent of K-8 principalships, and they occupied 20 percent of superintendencies as of 1994. The minority composition of administrators has only been tracked since 1960. In 1993, 16 percent of administrators were minorities, with 4.1 percent identified as Hispanic. Research on female Hispanic administrators has been limited to California and the Northwest. One possible barrier to potential minority administrators may be the informal selecting of proteges for mentorship by practicing administrators, who statistically are more likely to be male and not members of a minority. These administrators may tend to choose a protégé of the same gender or ethnicity. (RKJ)

**ED 454 607** EA 031 105

Gifford, Mary Phillips, Karla Ogle, Melinda

**Five Year Charter School Study: An Overview. Arizona Education Analysis.**

Goldwater Inst., Phoenix, AZ. Center for Market-Based Education.

Pub Date—2000-11-00

Note—87p.; Organized by the Goldwater Institute's Center for Market-Based Education (CMBE).

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—\*Accountability, \*Charter Schools, \*Educational Assessment, Elementary Secondary Education, Nontraditional Education, Tables (Data)

Identifiers—\*Arizona

This study examined whether charter schools in Arizona were accomplishing the goals communicated in their charter applications and explored the evolutionary nature of charter schools. Forty highly varied charter schools in Arizona were tracked over 5 years of continuous operation, from 1995 to 2000. Interviews lasting 4 hours were arranged at each school to address the same questions to board members, staff, parents, students, and each school's leader. The questions covered demographics, curriculum, achievement, student performance, personnel, business development, finance/reporting, and sponsorship. The exact questions are listed, and common themes and perceptions are reported in the introductory overview. For example, new teachers are commonly preferred over experienced teachers for various reasons. Charter applications, contracts, amendments, annual reports, annual external audit summaries, Stanford 9 test scores, parent satisfaction ratings, Measure of Academic Progress data, and complaints are gathered and tabulated in the appendices. Appendix H tracks the history of charter schools in Arizona and includes news about charter schools that reached the public. One section of the report details the process of becoming a charter school in Arizona. (RKJ)

**ED 454 608** EA 031 117

Thomas, R. Murray

**Applying Risk Theory to Educational Development.**

Pub Date—2000-00-00

Note—18p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Attitude Change, Attitude Measures, \*Elementary Secondary Education, \*Evaluation Methods, \*Risk Management

This paper explores the practical use of risk theory in assessing people's sense of risk in relation to proposed educational development projects. It considers questions such as: How is people's behavior toward a development project influenced by their perception of the risks and benefits implied in the project? How can information about people's perception of risk be collected and interpreted? How can such information be profitably used? Principal components of risk theory are described, including identifying the different types of needs, risks, and benefits that form part of the basis of the theory, understanding the difference between actual and perceived reality, salient features of education development efforts, the effect of consequences, psychological identification, and a practical decision-making algebra that uses opinion scaling. A sample interview composed of 11 questions is given along with reasons for each question and possible use of responses. Results are approximate at best because different people view reality and assess risk and benefit differently. However, this method of collecting and analyzing interviewees' responses yields a more helpful picture of their views of risks and benefits than that obtained from a project manager's casual, unorganized observations of project personnel, and thus it is more useful for modifying personnel's perceptions of risk. (Contains 22 references.) (RT)

**ED 454 609** EA 031 118

Tyson-Bernstein, Harriet

**Building on the Momentum.... Proceedings from the 10th Anniversary Celebration of the National Education Goals Panel (Washington, DC, December 1-2, 1999).**

Institute for Educational Leadership, Washington, DC.; National Education Goals Panel, Washington, DC.

Pub Date—2000-00-00

Note—61p.

Available from—National Education Goals Panel, 1255 22nd St., N.W., Suite 502, Washington, DC 20037-7590. E-mail: negp@ed.gov. For full text: <http://www.negp.gov>.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Academic Standards, Accountability, Educational Administration, Educational Assessment, \*Educational Change, Educational Legislation, Educational Objectives, Educational Quality, Elementary Secondary Education, Futures (of Society), Government Role, Government School Relationship, Information Needs, Postsecondary Education, \*Public Policy, State Departments of Education, State Federal Aid

Identifiers—\*National Education Goals Panel

These proceedings summarize the themes and events of the 10th anniversary celebration of the National Education Goals Panel (NEGP). The proceedings are divided into three sections. The first section summarizes significant themes and issues raised over the 2-day event. The second section is a synopsis of discussions that took place during the events, which included the "Building on the Momentum" conference presentations; the awards and recognition dinner, which featured a video, state awards, recognition of Presidents Bush and Clinton, and discussion among former chairs; the NEGP meeting, during which participants discussed future actions and data reporting; and the NEGP Conference, at which the NEGP characterized the accomplishments of the past decade and released the 1999 Goals Report and action statement. The third section of this report is a brief summary of participants' thoughts on the big issues

facing education in the decade ahead, issues of concern to the NEGP and the other organizations that will lead education improvement efforts during the decades to come. (RT)

**ED 454 610** EA 031 120

Tracy, Mary E.

**Mission and Money: A CHS 2000 Report on Finance, Advancement, and Governance.**

National Catholic Educational Association, Washington, DC.

Report No.—ISBN-1-55833-260-X

Pub Date—2001-00-00

Note—90p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—\*Catholic Schools, Fund Raising, Governance, High Schools, Leadership Styles, \*Money Management, Operating Expenses, Salaries, \*Statistical Data

The data and other statistics in this report can be used as benchmarks for institutional planning in Catholic high schools. Chapter 1 covers access and diversity, highlighting financial aid distribution to students from low-, middle-, and high-income families. Chapter 2 discusses sources of income, in particular operating income by governance, tuition rates, and per-pupil costs. Chapter 3 discusses how money is spent in a Catholic high school in the areas of operating expenses and salary rates and benefits for faculty and staff. Chapter 4 discusses advancement in the Catholic high school and the annual fund as provided by alumnus contributions and participation, and parent participation. Chapter 5 covers leadership and governance in the Catholic high school, in particular new leadership models and governing-board characteristics. Chapter 6 discusses implications for the future. The report concludes with three commentaries on the positive value of this report as a resource of statistics and other information useful for research and informed decision-making among Catholic school leaders. Appendices include models of typical parochial, diocesan, and private Catholic high schools; a national summary of mean salaries of heads of school; a list of participating schools; and a copy of the survey. (RT)

**ED 454 611** EA 031 121

Rustique-Forrester, E. Riley, Kathryn

**Bringing Disenfranchised Young People Back into the Frame: A UK Perspective on Disaffection from School and the Curriculum.**

Pub Date—2001-04-00

Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). This project was developed as a partnership between the Centre for Educational Management, University of Surrey Roehampton, Lancashire County Council, and the two Lancashire Training and Enterprise Councils (ELTEC and LAWTEC).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Academic Failure, Educationally Disadvantaged, Student Adjustment, Student Alienation, Student Attitudes, Student Educational Objectives, \*Student Problems, Student School Relationship, Student Teacher Attitudes, Teacher Attitudes, Teacher Student Relationship, Teaching Methods

This paper reports the findings of a 2-year project based in the UK, which examined the perceptions and beliefs of disenfranchised pupils, their parents, school practitioners, and educational professionals about the causes and dynamics of disaffection from school. The study employed mainly qualitative methods (interviews and focus groups) to look within one school district in Northwest England at the current strategies and approaches being undertaken collaboratively by a multiple range of agencies, services, and schools to reduce the exclusion and disaffection of at-risk students. The study's sample consisted of the analysis of 12 projects and interviews with some 110 individuals, including 50

secondary school pupils, 20 local educators/practitioners, 15 parents, and 25 teachers and headteachers in primary and secondary schools. The paper: (1) discusses areas in which similar and conflicting perceptions arose between the various perspectives; (2) suggests areas for improving teacher practices and school policies; and (3) concludes that while disaffection is linked to a range of school- and teacher-based factors, the influence of systemic factors such as national government policies on curriculum, testing, assessment, and accountability also constitute an equally important dimension of the context in which disaffection occurs. The appendix contains a table and a summary of issues involved with pupil disaffection. (Contains 37 references, 5 tables, and 4 notes.) (Author/RT)

ED 454 612

EA 031 122

Wettersten, Jill A.

# **Challenging Changes: Responses of Three Upper Secondary Schools to Sweden's Decentralization Process.**

Pub Date—2001-00-00

Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Decentralization, Educational Administration, Educational Change, Foreign Countries, High Schools, School Organization, School Policy, School Restructuring

Identifiers—\*Sweden

Sweden is undergoing a school decentralization process from a formerly centralized system. This report examines how school personnel are adapting to the changes. Schoolteachers, administrators, and staff members were interviewed, and, where appropriate, responses were coded for numerical assessment. Additional data include school-reform plans for each school, local newspaper articles describing school changes, and other publications related to change initiatives. Findings revealed common concerns among interviewees about increased workload and stress, and less time to accomplish new tasks in addition to preparing for classes; the lack of clarity in how to organize and implement interdisciplinary courses; the success of students with limited abilities and motivation in the uniform national courses such as mathematics, Swedish, and English; the value of team organization; and adequate state and local financial support for school reform. A major obstacle to the comprehensive change process lies in the perceived disadvantage teachers and administrators have in the reform process compared to national and local authorities. Lack of power to influence changes, lack of communication between educators and politicians, and limited resources for implementation plague collaborative work between schools and community groups. Appendices contain summaries of coding processes and coding identifications for the three schools studied. (Contains 26 references.) (RT)

ED 454 613

EA 031 123

Howley, Caitlin Brown, Pamela

# **Four Eyes on the Prize: Case Studies of Four Schools of Continuous Improvement.**

AEL, Inc., Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-04-00

Contract—RJ96006001

Note—65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meetings Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Educational Change, \*Educational Improvement, \*Educational Research, Elementary Secondary Education, \*Improvement Programs, Staff Development

This paper describes summative evaluation of the Quest project conducted at four case-study schools. The schools were selected for their high involvement in Quest, varied interpretations and uses of the project, and diverse locations and demographic constitutions. Data collection included participant observation, individual and semistructured group

interviews, pre- and post-test score analysis on the "School Professional Staff as Learning Community" survey test, Reflective Assessment questionnaires for school staff, and state-mandated student achievement test scores. Results varied unevenly across the study sites. For example, one well-funded school serving mostly middle-class students showed little improvement in student achievement and professional learning community, whereas two schools serving less advantaged students improved dramatically in professional development with ambiguous outcomes in student performance. Interviewees, however, consistently described their participation in Quest as personally and professionally meaningful. Findings revealed tensions between the schools' needs for flexibility in implementing reforms and external demands for standardized achievement scores. Another tension involved the relatively more evident influence of the Quest project at the individual level versus a more ambiguous influence at the level of school district or state department of education. The appendix includes a Quest brochure and a framework for continuous improvement. (Contains 52 references and 7 tables.) (RT)

ED 454 614

EA 031 124

McDonald, Dale

# **United States Catholic Elementary and Secondary Schools, 2000-2001: The Annual Statistical Report on Schools, Enrollment and Staffing.**

National Catholic Educational Association, Washington, DC.

Report No.—ISBN-1-55833-263-4

Pub Date—2001-00-00

Note—79p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Catholic Schools, Demography, \*Elementary Secondary Education, \*Statistical Data, Tables (Data)

This document is a statistical report on Catholic elementary and secondary schools in the United States. The first part of this report presents data concerning an overview of the historical dimensions of Catholic education and the context of American education in which private schools operate. The second part includes Catholic school enrollment and staffing demographic data that highlight school, student, and staffing characteristics, and special services provided to students in Catholic schools. The report is based on census data gathered by each of the 176 arch/diocesan offices of education in the United States and the U.S. Virgin Islands. Although there was a diocesan response rate of 100 percent, the data do not include responses to all the items by all the dioceses or by all the schools within each diocese. Appendices give summary statistical reports on number of schools and enrollment (sorted by region; sorted by region, state, and diocese); archdioceses/dioceses ranked by number of students; states ranked by number of students; number of full-time-equivalent staff, sorted by region; number of schools per location, sorted by region; and government funded programs, sorted by region, state, and diocese. (RT)

ED 454 615

EA 031 125

Fiszbein, Ariel, Ed.

# **Decentralizing Education in Transition Societies: Case Studies from Central and Eastern Europe. WBI Learning Resources Series.**

World Bank, Washington, DC.

Report No.—ISBN-0-8213-4876-0

Pub Date—2001-00-00

Note—119p.

Available from—The World Bank, P.O. Box 960, Herndon, VA 20172-0960 (Stock Number 14876, \$25). Tel: 800-645-7247 (Toll-Free); Fax: 703-661-1501; e-mail: books@worldbank.org; Web site: <http://www.worldbank.org/publications>.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Decentralization, Educational Administration, Educational Change, Elementary

Secondary Education, Foreign Countries, School Organization, School Policy, School Restructuring

Identifiers—\*Europe (Central), \*Europe (East)

This book is about education system reform in Central and Eastern Europe, with emphasis on decentralization and management. In the past, local authorities served as implementation arms of the central ministry, while finance and decision-making were controlled by the central government, leaving local communities with little influence. New education laws in most countries of the region have altered this balance. A moderate approach may be the least disruptive short-term solution for societies undergoing socioeconomic transition. In 1997 the World Bank Institute participated in a research project to study intergovernmental roles in the delivery of education services in the Czech Republic, Hungary, Poland, Albania, Bulgaria, and Romania. Each country assembled a research team of academics, educators, and policy advisors led by an education specialist. Each team produced a report, which was discussed and revised during four information-sharing seminars, and they are presented here. The challenge these countries face is how to develop new institutions that can effectively enlist state, civil-society, and private-sector resources to achieve educational goals. This book should be of interest to educators and other readers interested in Central and Eastern European area studies. Its multidisciplinary methodology will also provide useful insights to development policymakers in other sectors. (RT)

ED 454 616

EA 031 126

Abbott, John Ryan, Terry

# **The Unfinished Revolution: Learning, Human Behavior, Community, and Political Paradox. Association for Supervision and Curriculum Development, Alexandria, VA.**

Report No.—ISBN-0-87120-513-0

Pub Date—2001-00-00

Note—221p.

Available from—Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA 22311-1714 (Product Number 101062: nonmembers, \$25.95; members, \$21.95). Tel: 800-933-2723 (Toll Free); Fax: 703-575-5400; e-mail: [member@ascd.org](mailto:member@ascd.org); Web site: <http://www.ascd.org>.

Pub Type—Books (010) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, \*Constructivism (Learning), Early Childhood Education, \*Educational Change, Elementary Secondary Education, Learning Experience, \*Learning Processes, Learning Strategies, Lifelong Learning, Metacognition, Student Centered Curriculum

In this book, it is argued that the so-called crisis in education is really a crisis in childhood and that the unit of change is not the school but rather the larger community. Schools inherited from the industrial age are structured to develop a mass of students who, at best, are equipped with basic skills and the ability to follow orders. The cadre of creative, lifelong learners is small. To create learning environments that help all children take control of their own learning, a constructivist and apprentice-based approach is proposed that takes account of current understanding about how humans actually learn. The concept of "going with the grain of the brain" is urged as a way of breaking down today's highly partitioned system of education. The case is made that communities have the power to help education blend into a continuum in which learning opportunities permeate the entire culture. This form of dynamic learning will not be seen as a system but rather as a way of life. Learning will be something that all can recognize, encourage, and actively support through formal education, community participation, and the power of the connected world of information communication and technology. (RT)

ED 454 617

EA 031 127

Rallis, Sharon F. Goldring, Ellen B.

# **Principals of Dynamic Schools: Taking Charge of Change. Second Edition.**



National Association of Secondary School Principals, Reston, VA.

Report No.—ISBN-0-7619-7610-8

Pub Date—2000-00-00

Note—195p.; For first edition, see ED 363 917.

Available from—Corwin Press, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-7619-7610-8, \$27.95; hardcover: ISBN-0-7619-7609-4, \$61.95). Tel: 805-499-9734; Fax: 800-4-1-SCHOOL (Toll Free); e-mail: order@corwinpress.com; Web site: http://www.corwinpress.com.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Innovation, \*Elementary Secondary Education, \*Leadership Qualities, \*Principals

Identifiers—Coalition of Essential Schools

Restructuring of schools is best done by principals who enable the reaching of shared goals, as opposed to controlling people or their behavior. The emphasis should be on using power to give others power, to help them to be leaders and managers themselves. This edition responds to current issues of accountability for student outcomes. New data are drawn from three studies that examine models offered by the Classroom Alternative Process (CAP), the least restrictive environment initiative, and the Coalition of Essential Schools. Also explained are the current forces affecting the restructuring of schools, why the multiple changes need to be effected concurrently, and what characteristics a dynamic school has. Guidelines are given for facilitating cohesive work groups and motivating and coordinating experimentation to effect change. The principal also must be a balancer between hierarchical demands and interpersonal relationships within the hierarchy. He or she should be an assessor of the effectiveness of attempted changes, and a learner willing to change beliefs with new information. Primarily, he or she should be an accountable and dynamic leader, unafraid of change, even when this type of leader is not yet in the majority. (Contains 269 references.) (RKJ)

ED 454 618

EA 031 128

Posner, Marc

**Preventing School Injuries: A Comprehensive Guide for School Administrators, Teachers, and Staff.**

Report No.—ISBN-0-8135-2748-1

Pub Date—2000-00-00

Note—256p.; Copyrighted by Education Development Center, Inc.

Available from—Rutgers University Press, 100 Joyce Kilmer Avenue, Piscataway, NJ 08854 (\$34). Tel: 800-446-9393 (Toll Free); Fax: 732-445-7039; Web site: http://rutgerspress.rutgers.edu.

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—\*Accident Prevention, Elementary Secondary Education, \*Emergency Programs, \*School Safety, \*Suicide, \*Violence

Every aspect of coping with injuries and preventing injuries in school settings is covered in this book. It examines how and why students are injured and in what situations schools can be held responsible. It also explains how schools can provide a quick, efficient, and effective emergency response to injuries. How to collect injury data, how to manage critical incident investigations, how to develop a school emergency plan, and how to deal with catastrophic events and their aftereffects are carefully outlined. But prevention is most emphasized. Prevention of injuries should not be limited to the traditional areas of sports, physical education, playground, laboratory, and vocational class. Every aspect of transportation to and from school should be considered as well as unexpected dangers in art programs, for example. Current concerns about school violence and suicide are addressed, including the effects of bullying, sexual harassment, and violence motivated by bias. The conflicting evidence for suicide-prevention programs and the

effectiveness of screening are among the issues examined. (Contains 254 references.) (RKJ)

ED 454 619

EA 031 129

**Justification Review: Kindergarten through Twelfth Grade Public Education Program.**

Florida State Legislature, Tallahassee. Office of Program Policy Analysis and Government Accountability.

Report No.—OPPGA-R-01-22

Pub Date—2001-04-00

Note—94p.; Review conducted by David Summers, Pamela Allen, and Mark Frederick.

Available from—OPPGA Report Production, 111 W. Madison St., Tallahassee, FL 32399-1475. Tel: 800-531-2477 (Toll Free); Fax: 850-487-3804; Web site: http://www.oppga.state.fl.us.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Accountability, \*Educational Change, Elementary Secondary Education, \*School District Reorganization, \*School District Spending, \*School Effectiveness, Tables (Data)

Seven schools each in five Florida school districts were examined after they had received a rating of F by the state's accountability plan. The ratings are based on Florida Comprehensive Assessment Test levels for reading, math, and writing as well as attendance-related data. Using criteria developed by the U.S. Department of Education's Comprehensive School reform, this review attempted to determine through interviews and surveys whether the initiatives in use at the school were based on accepted practices. After surveying these schools, some general conclusions were made. School districts may benefit from privatizing some services. Florida's accountability system lacks meaningful accountability measures in Exceptional Student Education, the first two years of ESL, Vocational Education, Fiscal Efficiency, and Readiness between school levels. A simpler and more standardized method of data collection should be established. Better indicators of parental involvement should be developed. Reading scores remained relatively constant with math and writing most improved. Performance indicators are mixed, with low reading scores and low graduation rates primary concerns. In general, the accountability of school districts needs to be similar from school to school, and current performance measures and benchmarks are insufficient. (RKJ)

ED 454 620

EA 031 130

Coburn, K. Gwynne Riley, Pamela A.

**Failing Grade: Crisis and Reform in the Oakland Unified School District. Briefing.**

Pacific Research Inst. for Public Policy, San Francisco, CA.

Pub Date—2000-07-00

Note—34p.

Available from—Pacific Research Institute, 755 Sansome Street, #450, San Francisco, CA 94111. Tel: 415-989-0833; Fax: 415-989-2411; e-mail: pripp@pacifcresearch.org; Web site: http://www.pacifcresearch.org.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Accountability, Black Dialects, \*Educational Change, Elementary Secondary Education, \*School District Reorganization, \*School District Spending, \*School Effectiveness

Identifiers—Oakland Unified School District CA

Oakland Unified School District may embody the failures of public education, which makes it worth examining for causes of failure and for potential reforms. This district has the second highest parental dissatisfaction in the nation, with two-thirds of graduates not able to meet minimum eligibility requirements of the state's colleges. It is also the district known for promoting Ebonics, a street patois raised to a language for classroom instruction. This report traces the causes of its problems to top-heavy bureaucracy, weak and reactionary leadership, union rigidity, shaky fiscal policies, low standards, and an inappropriate curriculum. There

were gross inequities in curriculum and resources from school to school. Barriers raised by bureaucracy and union rules made it difficult to hire qualified teachers, while emergency credentials rose from 481 to 825 from March to November in 1999. Also noted was the large number of inexperienced teachers assigned to schools with largely African-American populations. The report concurs with Mayor Brown's Commission on Education. Schools should have a curriculum proven to improve reading ability, administrators should have authority to hire or dismiss staff without regard to seniority, and districts should be free to extend school days, provide Saturday schools, or operate year-round. Also recommended is the development of charter schools and other independent or deregulated schools. (Contains 69 notes.) (RKJ)

ED 454 621

EA 031 131

Burke, Mary Ann Picus, Lawrence O.

**Developing Community-Empowered Schools.**

Report No.—ISBN-0-7619-7790-2

Pub Date—2001-00-00

Note—130p.; Produced with the Fenton Avenue Charter School staff.

Available from—Corwin Press, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-7619-7790-2, \$24.95; cloth: ISBN-0-7619-7789-9, \$55.95). Tel: 805-499-9734; Fax: 800-4-1-SCHOOL; e-mail: order@corwinpress.com; Web site: http://www.corwinpress.com.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Family School Relationship, Fund Raising, \*School Community Relationship, Tutoring, Volunteers

A community-empowered school is one in which administrators, teachers, staff, students, parents, and members of the community at large feel that they have a stake in the success of that school. Despite common reservations about the involvement of parents and volunteers in the classroom, this book makes clear the long-term advantages of onsite parent centers offering ESL classes, computer literacy/job-training classes, and classes in how to help students learn at home. The sources of financial and other help need not be limited to local businesses. District personnel, legislators, non-profit agencies, and corporations can discover that they will benefit as a school succeeds. Chapter 1 examines what attracts community involvement, providing specific plans for volunteer programs and resource development. Chapter 2 identifies the stakeholders and what they can offer a school. Chapter 3 describes policies and procedures for program monitoring. Chapter 4 offers specific material for a workshop to train teachers in the use of tutors and mentors in the classroom, including overheads, worksheets, and memos. Chapter 5 outlines strategies using volunteers that increase literacy for students and their families. Chapter 6 addresses sources of funding. Chapter 7 explains the cost-effective nature of community support, and Chapter 8 shows how all the stockholders can affect public policy to increase the number of community-empowered schools. (Contains 43 references.) (RKJ)

ED 454 622

EA 031 132

**Public Education Finances. 1997 Census of Governments: Volume 4, Government Finances.**

Bureau of the Census (DOC), Washington, DC. Governments Div.

Report No.—GC974-1

Pub Date—2000-05-00

Note—209p.; "Public Education Finances" is No. 1 in Volume 4. Includes Errata Notice. This report was prepared in the Governments Division by the Elementary and Secondary Education Statistics Branch, headed by Lawrence R. MacDonald. Sharon J. Meade supervised the data assembly and review.

Available from—Customer Services, U.S. Census Bureau, Washington, DC 20233. Tel: 301-

457-4100. For full text: <http://www.census.gov/govs/www/school97.html>.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Adult Education, Community Services, \*Educational Finance, \*Elementary Secondary Education, Preschool Education, \*School Statistics, Student Transportation, Tables (Data)

Identifiers—Bureau of the Census

This report has been prepared by the Elementary and Secondary Educational Statistics Branch of the U.S. Census Bureau. The data refer to all secondary and elementary education financed by federal, state, and local governments, including regular, special, and vocational instruction. Also included are summer school, adult education, community services, prekindergarten, transportation, and maintenance. The sources, survey methodology, and limitations of the data are explained in the foreword. Eighteen tables follow, with summaries and state level detail for the first ten. Table 1 contains data for all major financial categories. Revenue summaries and supporting detail are shown in Tables 2 through 5. Expenditures are shown in Tables 6 through 9. Indebtedness is detailed in Table 10. Table 11 lists state rankings based on revenues and expenditures per pupil. Tables 13 and 14 offer data on enrollment size. Tables 15 through 17 show data for all school systems with 5000 or more enrolled. Table Fifteen presents revenue, expenditure, and indebtedness in thousands of dollars. Table 16 displays per cent distributions of federal, state, and local revenue. Table 17 provides data on expenditure per pupil. Finally, Table 18 examines state level populations, enrollments, and personal income. (RKJ)

ED 454 623

EA 031 133

Pelika, Stacey L.

Shaping the Work Environment for Teachers: How Principals Can Learn To Support Instructional Reform.

Pub Date—2000-04-00

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). "This research was conducted at the Center for Research on the Context of Teaching as part of an evaluation contract with the DeWitt Wallace-Reader's Digest Fund."

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Administrator Effectiveness, Constructivism (Learning), Educational Change, Elementary Secondary Education, \*Instructional Effectiveness, \*Instructional Innovation, Principals, \*Theory Practice Relationship

Identifiers—Philadelphia School District PA  
Principals can better learn to support an instructional reform when classes for professional development use the new instructional method, giving them a first hand understanding of its effectiveness. Constructivist teaching is supported by the National Research Council's "How People Learn" and the Students at the Center initiative. Students at the Center used constructivist teaching during principal professional development for the Philadelphia school district, to demonstrate its methods and benefits before the principals were asked to support this method for their teachers. It is learner-centered, attempting to engage the learner in actively building new understandings and skills. Assessment includes opportunities for feedback and revision through discussion, papers, or tests. Constructivist classrooms do not look like or sound like the average classrooms. More noise and movement can be a sign that students are emotionally engaged in learning. Students must work in project-oriented groups with self-chosen topics, share with other groups, move around the room, and use manipulative materials. The principals had a very positive reaction. Most participants were struck by how isolated they had felt before the collegiality of the constructivist workshops. They appreciated that information shared did not have to conform to an agenda. Most significantly, they understood from their own experience that assessment of a teacher's classroom

could be based on how engaged the students were rather how quietly they were sitting. (Contains 16 references.) (Author/RKJ)

ED 454 624

EA 031 134

Fermanich, Mark Odden, Allan Archibald, Sarah

A Case Study of District Decentralization and Site-Based Budgeting: Cordell Place School District.

Wisconsin Center for Education Research, Madison.; Consortium for Policy Research in Education.

Spons Agency—National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.

Pub Date—2000-03-00

Contract—R3086A60003

Note—35p.

Available from—Wisconsin Center for Education Research, University of Wisconsin-Madison, 1025 W. Johnson St., Room 653, Madison, WI 53706-1796. Tel: 608-263-4260; Web site: <http://www.wcer.wisc.edu/cpre>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Accountability, \*Educational Change, Elementary Secondary Education, \*Money Management, \*School District Reorganization, \*School District Spending, \*School Effectiveness

Identifiers—Dependents Schools, Direct Instruction, School Based Budgeting

A previously high-ranking suburban school district with declining student achievement changed to site-based budgeting. The account of the change may also be a cautionary tale about change taken too rapidly. Although a poor economy, the annexation of two Department of Defense schools, and organizational stagnation helped to create lower student achievement, most of the staff attributed this problem to changes in student demographics, rather than to failures of the education program. One undeniable problem was a three million dollar deficit. A new superintendent, with experience in large-scale change, decided to use site-based budgeting to let each school decide how to spend its resources, using data-driven decisions. Each school was now motivated to use its resources as efficiently as possible in its own best interests. He also required the implementation of a research-based whole-school design. The site-based budgeting used a student-based formula that directed more than 53 percent of operating revenues directly to the schools, offering a stable, equitable, and understandable procedure. Other efforts of the central-office staff also saved significant revenue. The details of creating the new budget and the student-based formula are explained thoroughly. The results of the changes can be examined over 3 years. Although not quantified, student achievement results are described as dramatically improved. However, the changes created, to some degree, a climate of mistrust. The new program was initiated in the first year with eight pilot schools, despite the large deficit and the fact that the fiscal year based on the old system was already in effect. As a consequence of accompanying budget cuts, some teachers and central-office staff were dismissed or offered less desirable positions. New problems appeared with the replacement of the computer system. Relations between the district and the union became strained, partly due to having to deal with 26 site councils. The school board itself gained two union-supported candidates against the reforms. Most discouragingly, the superintendent left for a job with the federal government. A slower pace might have mitigated opposition and solidified support for the reforms. (RKJ)

ED 454 625

EA 031 135

Archibald, Sarah Odden, Allan

A Case Study of Resource Reallocation To Implement a Whole School Reform Model and Boost Student Achievement: Parnell Elementary School.

Wisconsin Center for Education Research, Madison.; Consortium for Policy Research in Education.

Spons Agency—National Inst. on Educational

Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.

Pub Date—2000-03-00

Contract—R3086A60003

Note—35p.

Available from—Wisconsin Center for Education Research, University of Wisconsin-Madison, 1025 W. Johnson St., Room 653, Madison, WI 53706-1796. Tel: 608-263-4260; Web site: <http://www.wcer.wisc.edu/cpre>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Accountability, \*Educational Change, Elementary Education, \*School Effectiveness, \*School Restructuring, \*School Schedules

Identifiers—Direct Instruction

This study outlines the redesign of an elementary school, including the cost of the redesign. The school had been placed in the lowest category of the district's accountability system. Redesign meant a new principal, staff, schedule, philosophy, and curriculum. Direct Instruction was selected as the whole-school reform for literacy and math programs, with ability grouping based on Direct Instruction assessments. Four hours of additional instruction were gained by eliminating recess. Two daily block times of 90 minutes and 60 minutes were set aside for uninterrupted literacy instruction. Class size was limited to 18, as opposed to the previous 25. Decisions concerning programs and resources were team based, with a vertical multi-grade team and a horizontal team for grade-level issues. A sample schedule allowing for block time and team planning is provided. The financial aspects of these changes are also examined. To fund additional classroom teachers for smaller classes, instructional aides were eliminated, federal Title I dollars were reallocated, federal class-size-reduction funds were used, and extra district funds were gained from extra weighting for every student. Other cuts included the librarian becoming a Direct Instruction facilitator and the forming of a partnership with a community group to provide social and mental-health services. (RKJ)

ED 454 626

EA 031 136

Dareh, John C.

Beginning the Principals' A Practical Guide for New School Leaders. 2nd Edition.

National Association of Elementary School Principals, Reston, VA.; National Association of Secondary School Principals, Reston, VA.

Report No.—ISBN-0-7619-7672-8

Pub Date—2001-00-00

Note—147p.; For the first edition, see ED 404 747.

Available from—Corwin Press, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-7619-7672-8, \$29.95; cloth: ISBN-0-7619-7671-X, \$69.95). Tel: 805-499-9734; Fax: 800-4-1-SCHOOL (Toll Free); e-mail: [order@corwinpress.com](mailto:order@corwinpress.com); Web site: <http://www.corwinpress.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Assistant Principals, Elementary Secondary Education, \*Leadership Qualities, \*Leadership Training, Mentors, \*Principals

This is a highly practical book for the first-year principal or for the assistant principal looking ahead to promotion. In place of abstract generalities, it offers real-life vignettes and scenarios that may be faced by typical first-year principals. The skill checklists are intended to be realistic and unimimidating. Step-by-step explanations are provided for such skills as developing a network or finding mentors. Section 1 reviews technical managerial skills, such as using a personal leadership checklist, meeting skill expectations, and learning to lead by assisting. Section 2 covers socialization, including others' unspoken expectations and the need to learn the school's culture. Self-awareness is the theme of section 3. It points out the benefits of reviewing personal values, of avoiding some of the potential traps of being perceived as a typical boss, and helps the reader to organize a time line for his or her own

learning and development. How to develop a support group may be the most important part of this section. The titles of suggested reading at the end of each chapter appear to offer a similar emphasis on practicality and specific skill building. (Contains 30 references.) (RKJ)

## EC

**ED 454 627** EC 308 364

Denton, Carolyn A. Hasbrouck, Jan E.

**Teaching Students with Disabilities To Read. PEER Project Literacy Series.**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—43p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. For individual chapters, see EC 308 366-372.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), \*Disabilities, Early Intervention, Elementary Secondary Education, Oral Reading, \*Parent Participation, \*Phonics, \*Reading Comprehension, \*Reading Instruction, Reading Strategies, Second Language Learning, Teaching Methods

This booklet is designed to introduce aspects of effective reading instruction that should be considered when teaching reading to students with disabilities. An introduction discusses general principles for teaching reading to students with disabilities and emphasizes the importance of individually designing a program based on a student's strengths and needs, parent involvement, and academic modifications. The following information is organized into seven chapters, each of which describes essential skill building and teaching activities: (1) phonological awareness; (2) systematic phonics instruction; (3) word identification; (4) supported passage reading; (5) fluent reading; (6) reading comprehension; and (7) early intervention in reading. The chapters are organized into the following sections: what it is, why it is important, what parents can do, what teachers can do, information for second language learners, and references. Methods of teaching reading to students with disabilities described in the booklet have been shown to be particularly effective. Some of these methods are used in regular education classrooms for students who are just learning to read, but they are appropriate and useful for students with disabilities of any age who have not learned to read well. (CR)

**ED 454 628** EC 308 365

Searcy, L. Bill

**Preventing Reading Difficulties through the Early Identification of Children with Special Literacy Needs. PEER Literacy Resource Brief. PEER Project Literacy Series.**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—13p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. Based on "Preventing Reading Difficulties in Young Children"; see ED 416 465. For other PEER Literacy Resource Briefs, see EC 308 366-372.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web

site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Biological Influences, Developmental Delays, Early Childhood Education, \*Early Identification, Early Intervention, \*Environmental Influences, \*Family Influence, Literacy, \*Predictor Variables, \*Reading Difficulties

This booklet identifies factors that may interfere with literacy development in young children and discusses the early intervention services that may prevent reading difficulties. It begins by emphasizing the importance of early identification of children with literacy needs. Child-, family-, and school-based factors that may indicate a child is at-risk for reading difficulties are then explained and include: (1) developmental delays associated with cognitive limitations, severe nutritional deficiency, very low birthweight, fetal alcohol syndrome, and lead poisoning; (2) chronic ear infections that may have caused temporary hearing loss; (3) early language impairment; (4) family history of reading difficulties; (5) the level of support given for literacy development; (6) the number of verbal interactions at home; (7) limited English proficiency; and (8) low-achieving schools that have low rates of student time on task, frequent classroom interruptions, very few academic tasks put before students, and too many "ditto sheets." The booklet closes with strategies for early identification of children with literacy needs and a list of recommended resources. (CR)

**ED 454 629** EC 308 366

Denton, Carolyn A. Hasbrouck, Jan E.

**"Phonological Awareness" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #1. Peer Project Literacy Series.**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—12p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. In: "Teaching Students with Disabilities To Read"; see EC 308 364. For other PEER Literacy Resource Briefs, see EC 308 365-372.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), \*Disabilities, Early Intervention, Elementary Secondary Education, \*Parent Participation, \*Phonics, \*Phonology, Reading Difficulties, \*Reading Instruction, \*Reading Strategies, Teaching Methods

Identifiers—\*Phonological Awareness

This booklet is part of a series of seven booklets designed to introduce aspects of effective reading instruction that should be considered when teaching reading to students with disabilities. It focuses on essential skill building and teaching activities related to developing a child's phonological awareness. The methods described of teaching reading to students with disabilities have been shown to be particularly effective. Some of these methods are used in regular education classrooms for students who are just learning to read, but they are appropriate for students with disabilities of any age who have not learned to read well. An introduction discusses general principles for teaching reading to students with disabilities and emphasizes the importance of individually designing a program based on a student's strengths and needs, parent involvement, and academic modifications. The information is organized into the following sections: what phonological awareness is, why it is important, what parents can do, what teachers can do, information for second language learners, and resources. Strategies include reading to the child, teaching rhymes and songs, playing word games,

having the child clap for each word or syllable, and teaching students the sounds of letters. (Contains 13 references.) (CR)

**ED 454 630** EC 308 367

Denton, Carolyn A. Hasbrouck, Jan E.

**"Systematic Phonics Instruction" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #2. PEER Project Literacy Series.**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—14p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. In: "Teaching Students with Disabilities To Read"; see EC 308 364. For other PEER Literacy Resource Briefs, see EC 308 365-372.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), \*Disabilities, Elementary Secondary Education, Individualized Education Programs, \*Parent Participation, \*Phoneme Grapheme Correspondence, \*Phonics, Phonology, Reading Difficulties, \*Reading Instruction, Reading Strategies, \*Teaching Methods

This booklet is part of a series of seven booklets designed to introduce aspects of effective reading instruction that should be considered when teaching reading to students with disabilities. It focuses on essential skill building and teaching activities related to developing a child's use of phonics, or the ability to use the sounds of letters and letter groups to read words they do not know. Methods of teaching reading to students with disabilities described have been shown to be particularly effective. An introduction discusses general principles for teaching reading to students with disabilities and emphasizes the importance of individually designing a program based on a student's strengths and needs, parent involvement, and academic modifications. Information is organized into the following sections: what systematic phonics instruction is, why it is important, what parents can do, what teachers can do, information for second language learners, and resources. Strategies include making sure the child's Individualized Education Program specifically addresses the need for systematic phonics instruction, making letter books, reading A-B-C books, having the child sound out a word, and teaching sounds of letters and of letter groups directly. (Contains 12 references.) (CR)

**ED 454 631** EC 308 368

Denton, Carolyn A. Hasbrouck, Jan E.

**"Word Identification" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #3. PEER Project Literacy Series.**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—13p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. In: "Teaching Students with Disabilities To Read"; see EC 308 364. For other PEER Literacy Resource Briefs, see EC 308 365-372.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), Computer Uses in Education, \*Disabilities, Elementary Secondary Education,



\*Parent Participation, \*Reading Difficulties, \*Reading Instruction, \*Reading Strategies, Teaching Methods, \*Whole Language Approach, \*Word Recognition

This booklet is part of a series of seven booklets designed to introduce aspects of effective reading instruction that should be considered when teaching reading to students with disabilities. It focuses on essential skill building and teaching activities related to developing a child's ability to recognize and read whole words. The methods described of teaching reading to students with disabilities have been shown to be particularly effective. An introduction discusses general principles for teaching reading to students with disabilities and emphasizes the importance of individually designing a program based on a student's strengths and needs, parent involvement, and academic modifications. Information is organized into the following sections: what word identification is, why it is important, what parents can do, what teachers can do, information for second language learners, and resources. Strategies include making sure that instruction in word identification is included in the child's reading program, making flashcards of common sight words, directly teaching high-frequency sight words to students in the classrooms, teaching structural analysis, and using appropriate computer programs. (CR)

ED 454 632 EC 308 369

Denton, Carolyn A. Hasbrouck, Jan E.

**"Supported Passage Reading" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #4. PEER Project Literacy Series.**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—12p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. In: "Teaching Students with Disabilities To Read"; see EC 308 364. For other PEER Literacy Resource Briefs, see EC 308 365-372.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Accommodations (Disabilities), \*Disabilities, Elementary Secondary Education, \*Oral Reading, \*Parent Participation, Reading Difficulties, \*Reading Instruction, \*Reading Strategies, \*Teaching Methods

This booklet is part of a series of seven booklets designed to introduce aspects of effective reading instruction that should be considered when teaching reading to students with disabilities. It focuses on essential skill building and teaching activities related to reading passages. The methods described of teaching reading to students with disabilities have been shown to be particularly effective. An introduction discusses general principles for teaching reading to students with disabilities and emphasizes the importance of individually designing a program based on a student's strengths and needs, parent involvement, and academic modifications. Information is organized into the following sections: what supported passage reading is, why it is important, what parents can do, what teachers can do, information for second language learners, and resources. Strategies include reading the story, or part of the story quietly along with the students, having the student read until he or she makes 5-15 mistakes and then teaching those words, reading with prompting to solve new words, teaching students to correct their own errors, reading with expression, reading for meaning, and using class-wide peer tutoring. (CR)

ED 454 633 EC 308 370

Denton, Carolyn A. Hasbrouck, Jan E.

**"Fluent Reading" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #5. PEER Project Literacy Series.**

source Brief #5. PEER Project Literacy Series.

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—12p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. In: "Teaching Students with Disabilities To Read"; see EC 308 364. For other PEER Literacy Resource Briefs, see EC 308 365-372.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Accommodations (Disabilities), \*Disabilities, Elementary Secondary Education, \*Oral Reading, Parent Participation, Reading Difficulties, Reading Improvement, \*Reading Instruction, \*Reading Rate, \*Reading Strategies, \*Teaching Methods

This booklet is part of a series of seven booklets designed to introduce aspects of effective reading instruction that should be considered when teaching reading to students with disabilities. It focuses on essential skill building and teaching activities related to developing fluent reading. The methods described of teaching reading to students with disabilities have been shown to be particularly effective. An introduction discusses general principles for teaching reading to students with disabilities and emphasizes the importance of individually designing a program based on a student's strengths and needs, parent involvement, and academic modifications. Information is organized into the following sections: what fluent reading is, why it is important, what parents can do, what teachers can do, information for second language learners, and resources. Strategies include assessing the oral reading fluency of the student using appropriate reading-level material, modeling by reading out loud along with a struggling reader, having students read the same short, meaningful story or passage several times out loud, and setting fluency goals with students and having them practice repeated reading until they can meet the goals. (CR)

ED 454 634 EC 308 371

Denton, Carolyn A. Hasbrouck, Jan E.

**"Reading Comprehension" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #6. PEER Project Literacy Series.**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—14p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. In: "Teaching Students with Disabilities To Read"; see EC 308 364. For other PEER Literacy Resource Briefs, see EC 308 365-372.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Accommodations (Disabilities), \*Disabilities, Elementary Secondary Education, \*Parent Participation, \*Reading Comprehension, Reading Difficulties, Reading Improvement, \*Reading Instruction, \*Reading Strategies, \*Teaching Methods

This booklet is part of a series of seven booklets designed to introduce aspects of effective reading instruction that should be considered when teaching reading to students with disabilities. It focuses on essential skill building and teaching activities related to developing reading comprehension. The methods described of teaching reading to students

with disabilities have been shown to be particularly effective. An introduction discusses general principles for teaching reading to students with disabilities and emphasizes the importance of individually designing a program based on a student's strengths and needs, parent involvement, and academic modifications. Information is organized into the following sections: what reading comprehension is, why it is important, what parents can do, what teachers can do, information for second language learners, and resources. Strategies include reading to a child everyday and asking what the different passages are about, asking children to make mental pictures during the reading, asking questions about the story or passage before and during reading, providing direct instruction in comprehension skills in the classroom, and using the Strategies Intervention Model for older students. (Contains 11 references.) (CR)

ED 454 635 EC 308 372

Denton, Carolyn A. Hasbrouck, Jan E.

**"Early Intervention" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #7. PEER Project Literacy Series.**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-09-00

Contract—H029K50208

Note—12p.; Prepared by the PEER (Parents Engaged in Education Reform) Project. In: "Teaching Students with Disabilities To Read"; see EC 308 364. For other PEER Literacy Resource Briefs, see EC 308 365-371.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Accommodations (Disabilities), \*Disabilities, \*Early Intervention, Elementary Secondary Education, Parent Participation, \*Prevention, Reading Comprehension, Reading Difficulties, Reading Improvement, \*Reading Instruction, \*Reading Strategies, \*Teaching Methods

This booklet is part of a series of seven booklets designed to introduce aspects of effective reading instruction that should be considered when teaching reading to students with disabilities. It focuses on essential skill building and teaching activities related to early intervention in reading. The methods described of teaching reading to students with disabilities have been shown to be particularly effective. An introduction discusses general principles for teaching reading to students with disabilities and emphasizes the importance of individually designing a program based on a student's strengths and needs, parent involvement, and academic modifications. Information is organized into the following sections: what early intervention in reading is, why it is important, what parents can do, what teachers can do, information for second language learners, and resources. Strategies include asking teachers for extra reading instruction to help children with reading difficulties catch up and experience reading success before they develop negative attitudes toward reading, providing early reading intervention in addition to the child's regular reading class, providing extra phonological awareness and phonemic awareness training, providing direct instruction in phonological skills and early phonic training, and providing language development programs. (Contains 12 references.) (CR)

ED 454 636 EC 308 435

Finn, Chester E., Jr., Ed. Rotherham, Andrew J., Ed. Hokanson, Charles R., Jr., Ed.

**Rethinking Special Education for a New Century.**

Thomas B. Fordham Foundation, Washington, DC.; Progressive Policy Inst., Washington, DC.

Pub Date—2001-05-00

Note—374p.; \*With a preface by Madeleine

## Will."

Available from—Thomas B. Fordham Foundation, 1627 K Street, NW, Suite 600, Washington, DC 20006. Tel: 888-823-7474 (Toll Free); Tel: 202-223-5452; Fax: 202-223-9226; Web site: <http://www.edexcellence.net>. Progressive Policy Institute, 600 Pennsylvania Ave., SE, Suite 400, Washington, DC 20003. Tel: 888-823-7474 (Toll Free); Tel: 202-547-0001; Fax: 202-544-5014; Web site: <http://www.ppi-online.org>.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

**EDRS Price — MF01/PC15 Plus Postage.**

Descriptors—\*Accountability, Compliance (Legal), \*Disabilities, \*Due Process, Educational Change, Educational Practices, Elementary Secondary Education, Eligibility, \*Equal Education, Expenditure per Student, \*Federal Legislation, Federal State Relationship, Learning Disabilities, Moral Values, Parent Attitudes, Participant Satisfaction, Program Costs, Racial Factors, \*Special Education

This book scrutinizes the education now being received by 6 million U.S. children with disabilities. It identifies the problems that currently beset special education, analyzes their causes, and suggests solutions. Chapters include: (1) "The Evolution of the Federal Role" (Tyce Palmaffy); (2) "Time To Make Special Education 'Special' Again" (Wade F. Horn and Douglas Tynan); (3) "Effectiveness and Accountability (Part 1): The Compliance Model" (Patrick J. Wolf and Bryan C. Hassel); (4) "The Moral Foundations of Special Education Law" (Mark Kellman); (5) "Special but Unequal: Race and Special Education" (Matthew Ladner and Christopher Hammons); (6) "Special Education at Coles Elementary School" (Robert Cullen); (7) "How Special Education Policy Affects Districts" (Anna B. Duff); (8) "How Federal Special Education Policy Affects Schooling in Virginia" (Frederick M. Hess and Frederick J. Brigham); (9) "The Rising Costs of Special Education in Massachusetts: Causes and Effects" (Sheldon Berman and others); (10) "Nasty, Brutish...and Often Not Very Short: The Attorney Perspective on Due Process" (Kevin J. Lanigan and others); (11) "Navigating the Special Education Maze: Experiences of Four Families" (Siobhan Gorman); (12) "Rethinking Learning Disabilities" (G. Reid Lyon and others); (13) "The Little-Known Case of America's Largest School Choice Program" (Daniel McGroarty); and (14) "Effectiveness and Accountability (Part 2): Alternatives to the Compliance Model" (Chester E. Finn, Jr., Andrew J. Rotherham, and Charles R. Hokanson, Jr.). (Individual chapters contain references.) (CR)

ED 454 637

EC 308 441

Markowitz, Joy

**Personnel To Support the Education of Children and Youth with Deafblindness. Quick Turn Around (QTA).**

National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2001-04-00

Contract—H159K70002

Note—8p.; Produced by Project FORUM at NASDSE.

Available from—National Association of State Directors of Special Education, 1800 Diagonal Rd., Suite 320, Alexandria, VA 22314. Tel: 703-519-3800; Tel: 703-519-7008 (TDD); Fax: 703-519-3808; For full text: <http://www.nas-dse.org/forum.htm>.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Consultants, Consultation Programs, \*Deaf Blind, Elementary Secondary Education, Guidance Personnel, Guidelines, Inservice Education, \*Paraprofessional School Personnel, Recruitment, \*Resource Staff, Specialists, \*State Programs, State Regulation, Surveys, Technical Assistance, \*Training Methods

This briefing paper summarizes survey data collected from 42 state education agencies (SEAs) on

the topic of personnel to support the education of children and youth with deafblindness. A variety of topics are covered including state and regional consultants, the use of paraeducators, state regulations and guidelines, and the involvement of deaf-blind projects in other state personnel initiatives. Results of the survey indicate that, despite the challenges educators face serving children and youth with deafblindness, there are personnel who provide specialized services and state regulatory guidance supporting this low incidence population. More than half of the states have state and/or regional consultants in the areas of vision, hearing, or deafblindness providing a variety of services, in addition to the state deafblindness projects. Also, in many states, deafblindness projects are involved in comprehensive system personnel development or state improvement grant activities in a number of ways. State regulations or guidelines related to employment, supervision, and in-service training of paraeducators who work one-on-one with students with disabilities exist in more than 20 states. Finally, interveners are working one-on-one with students who have deafblindness in at least 14 states. There are, however, many concerns about the training, support, and supervision of interveners. (CR)

ED 454 638

EC 308 442

Markowitz, Joy

**Student Discipline and IDEA—Synthesis of GAO Report. Synthesis Brief.**

National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2001-04-00

Contract—H159K70002

Note—7p.; Produced by Project FORUM at NASDSE. For full GAO report, see ED 450 538.

Available from—National Association of State Directors of Special Education, 1800 Diagonal Rd., Suite 320, Alexandria, VA 22314. Tel: 703-519-3800; Tel: 703-519-7008 (TDD); Fax: 703-519-3808; For full text: <http://www.nas-dse.org/forum.htm>.

Pub Type—Information Analyses (070)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, Behavior Problems, \*Disabilities, \*Discipline, Discipline Policy, Educational Legislation, \*Federal Legislation, Federal Regulation, High Schools, Incidence, Middle Schools, \*Principals, \*Student Rights, Surveys

Identifiers—Amendments, \*Individuals with Disabilities Educ Act Amend 1997, Louisiana, New York, Wisconsin

This brief presents an overview of findings from a U.S. General Accounting Office (GAO) study that investigated how the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) affected the ability of schools to maintain a safe environment conducive to learning. A study surveyed 272 public middle and high school principals regarding the discipline of students who were and were not receiving special education services. In addition, the GAO conducted site visits and interviews with principals in Louisiana, New York, and Wisconsin. Findings from the study indicate: (1) about 81 percent of the schools reported one or more incidents of serious misconduct in the 1999-2000 school year, most of the incidents were acts of violent behavior; (2) the number of incidents of serious misconduct was greater among students not receiving special education services, however, students receiving such services had a higher rate of serious misconduct; (3) 86 percent of principals reported that their local policies provide more protections than the federal IDEA discipline policy for students receiving special education services who engage in serious misconduct; and (4) principals generally viewed discipline policies for students receiving special education services favorably or neutrally. (CR)

ED 454 639

EC 308 443

Miller, Diane L.

**State Special Education Advisory Panels: Changes since the Passage of the 1997****Amendments to the Individuals with Disabilities Education Act.**

National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2001-04-00

Contract—H159K70002

Note—28p.

Available from—National Association of State Directors of Special Education, 1800 Diagonal Rd., Suite 320, Alexandria, VA 22314. Tel: 703-519-3800; Tel: 703-519-7008 (TDD); Fax: 703-519-3808; For full text: <http://www.nas-dse.org/forum.htm>.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Advisory Committees, \*Disabilities, Educational Legislation, Elementary Secondary Education, \*Federal Legislation, Interviews, \*Parent Empowerment, \*Parent Participation, Parent Role, Participative Decision Making, \*Policy Formation, State Programs

Identifiers—Amendments, Connecticut, Idaho, \*Individuals with Disabilities Educ Act Amend 1997, Maryland, Massachusetts, Montana, Nebraska, Ohio, Pennsylvania

This document presents findings from interviews conducted to obtain information on changes that have occurred in state Special Education Advisory Panels (SEAPs) since the passage of the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). The interviews investigated general organizational changes, SEAP involvement in the State Improvement Grant (SIG) process, and SEAP involvement in the Continuous Improvement Monitoring Process. Information was obtained through a telephone interview process involving SEAPs in Connecticut, Idaho, Maryland, Massachusetts, Montana, Nebraska, Ohio, and Pennsylvania. Interviewees reported minimal changes to SEAP size and more noticeable changes in membership composition following the 1997 amendments to IDEA. Changes in composition were commonly reported to be the result of the "special rule of majority," which states that a majority must be individuals with disabilities or parents of children with disabilities. SEAP roles and responsibilities were overwhelmingly perceived to have increased. The SIG and Continuous Improvement Monitoring Processes were seen to have contributed significantly to the expanded involvement of SEAPs in state activities. Interviewees expressed the belief that SEAP members have become empowered as never before to raise and address issues of major concern to individuals with disabilities. The interview protocol is included in the report. (CR)

ED 454 640

EC 308 444

**Serving the Underserved: A Review of the Research and Practice in Child Find, Assessment, and the IFSP/IEP Process for Culturally and Linguistically Diverse Young Children.**

ERIC Clearinghouse on Disabilities and Gifted Education, Arlington, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-00-00

Contract—ED-99-CO-0026

Note—40p.

Available from—ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children, 1110 North Glebe Rd., Arlington, VA 22201-5709. Tel: 800-328-0272 (Toll Free); Fax: 703-620-2521; e-mail: [ericec@cec.sped.org](mailto:ericec@cec.sped.org); Web site: <http://www.ericce.org>.

Pub Type—Collected Works - General (020) — ERIC Publications (071)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Cultural Awareness, \*Cultural Differences, Cultural Influences, Developmentally Appropriate Practices, \*Disabilities, Early Childhood Education, \*Early Identification, \*Early Intervention, Evaluation Methods, Individualized Education Programs, Individualized

Family Service Plans, Infants, \*Minority Group Children, Preschool Education, Referral, Screening Tests, Student Evaluation, Toddlers, Young Children

This publication presents a digest of pertinent research and recommended practices for the first steps of providing early intervention services for young children from culturally and linguistically diverse backgrounds. Chapter 1, "Initial Identification and Referral: Child Find, Screening, and Tracking: Serving Culturally and Linguistically Diverse Children and Families" (Shireen Pavri and Susan Fowler), examines the initial identification and referral stages of the intervention process. It also examines the screening and tracking processes that follow. Chapter 2, "Evaluation and Assessment: Conducting Culturally Sensitive Child Assessments" (Mary McLean), focuses on the next step in the process, evaluation. It presents principles and strategies for culturally and linguistically sensitive assessment planning and offers guidelines for reviewing the appropriateness of assessment materials, with particular attention given to issues of linguistic diversity. Chapter 3, "Developing the IFSP and IEP: Embracing Cultural and Linguistic Diversity during the IFSP and IEP Process: Implications from DEC Recommended Practice" (Chun Zhang and Tess Bennett), covers the activity that may be seen as both the end of the child find and assessment process and the beginning of the intervention process, developing the Individualized Family Service Plan and the Individualized Education Program. Chapter 4 contains a list of related resources. (Chapters include references.) (CR)

ED 454 641 EC 308 445

Landau, Julia K., Ed. Romano, Carolyn A., Ed. Vohs, Janet R., Ed.

**Todo Alumno: Un Manual de Recursos de PEER sobre Educacion Basada en Normas y Alumnos con Discapacidades (Every Single Student: A PEER Resource Manual on Standards-Based Education and Students with Disabilities).**

Federation for Children with Special Needs, Boston, MA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2000-00-00

Contract—H029K50208

Note—189p. For English version, see ED 439 559. Prepared by the PEER (Parents Engaged in Education Reform) Project.

Available from—Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120. Tel: 617-236-7210; Fax: 617-572-2094; e-mail: fcsninfo@fcsn.org; Web site: <http://www.fcsn.org>.

Language—Spanish

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—\*Academic Accommodations (Disabilities), \*Academic Standards, Behavior Modification, \*Curriculum Design, \*Disabilities, Educational Assessment, Educational Change, Educational Innovation, Educational Legislation, Elementary Secondary Education, \*Equal Education, \*Federal Legislation, Hispanic American Students, Parent Participation, Spanish Speaking, Student Participation, Transitional Programs

Identifiers—Academic Accommodation Plans, Americans with Disabilities Act 1990, Individuals with Disabilities Education Act, Rehabilitation Act 1973 (Section 504)

This manual in Spanish covers thirteen different topics relevant to the education of students with disabilities in the era of educational reform and standards-based education. Sections include: (1) "Raising Standards of Learning: Standards-Based Education and Students with Disabilities" (Janet R. Vohs, Julia K. Landau, and Carolyn Romano); (2) "Curriculum and Instruction: Key Strategies To Promote Equity and Excellence" (Cheryl M. Jorgensen); (3) "Accommodations: Examples from State Assessment Policies" (Julia K. Landau, Janet K. Vohs, and Sue Cusack); (4) "Assessment: A Key Component of Education Reform" (Martha L. Thur-

low); (5) "Participation of Students with Disabilities in Education Reform: The Legal Basis" (PEER Project); (6) "Opportunity To Learn and Education Reform: Ensuring Access to Effective Education for All Students" (Kathleen B. Boundy); (7) "Section 504, the Americans with Disabilities Act, and Education Reform" (PEER Project); (8) "IDEA 1997: Improving the Education of Students with Disabilities in an Era of Education Reform" (Janet R. Vohs and Julia K. Landau); (9) "Title I: Tools for Ensuring Quality Educational Opportunities" (Carolyn Romano); (10) "Transition in an Era of Education Reform" (Carol Tashie and Cheryl Jorgensen); (11) "Positive Behavior Supports and Functional Assessment of Behavior" (Families and Disability Newsletter); (12) "Parent Participation: Crucial to School Reform" (Barbara Buswell and Beth Schaffner); and (13) "Site Visits: Seeing Schools in Action" (Alison Seyler and Barbara E. Buswell). (CR)

ED 454 642 EC 308 446

Guthmann, Debra

**Counseling Deaf and Hard of Hearing Persons with Substance Abuse and/or Mental Health Issues: Is Cross Cultural Counseling Possible?**

Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals, Minneapolis.

Pub Date—1999-00-00

Note—30p.

Available from—For full text: <http://www.mncc-deaf.org>.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adults, Alcoholism, American Indians, \*Counseling Services, \*Counseling Techniques, Counselor Client Relationship, \*Cultural Awareness, Cultural Differences, \*Deafness, Hearing Impairments, Illegal Drug Use, Mental Health Programs, \*Minority Groups, \*Substance Abuse

Identifiers—\*Deaf Culture, Minnesota

This paper discusses the complex issues faced by clinicians providing counseling to chemically dependent individuals who are deaf or hard of hearing and who are from ethnic, racial, or cultural minority groups. It shares specific examples from the Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals, as well as suggestions for delivering effective clinical services. Recommendations include: (1) openly address issues of ethnic and/or cultural differences and lack of knowledge about the client's background; (2) evaluate the degree of the client's status related to culture, acculturation, or multicultural fluency by using individual cues; (3) allow time for trust to develop before focusing on deeper feelings; (4) be aware that some cultures avoid eye contact and that even if the client does not maintain eye contact, this does not mean disrespect or lack of attention; (5) know the current climate and issues of concern in the deaf community; and (6) be aware of cultural factors that actually are barriers to treatment and recovery and those that are not. An appendix contains a list of American Indian, Anglo, and deaf community characteristics. (Contains 24 references.) (CR)

ED 454 643 EC 308 447

Reedy, Kristin M. Kraynak, Pamela C.

**Vermont Task Force on Special Education Paperwork Reduction: A Report to the Commissioner of Education, David S. Wolk.**

WestEd, Williston, VT. Northeast Regional Resource Center.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2001-02-01

Note—30p. Task Force convened by the Vermont Department of Education. Appendices not available from ERIC.

Available from—Northeast Regional Resource Center (NERRC), Learning Innovations/WestEd, 20 Winter Sport Lane, Williston, VT 05495; Tel: 802-951-8226. For full text: <http://www.wested.org/nerrc>.

[www.wested.org/nerrc](http://www.wested.org/nerrc).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Accountability, Compliance (Legal), \*Disabilities, \*Educational Change, Educational Innovation, Educational Legislation, Elementary Secondary Education, \*Federal Legislation, \*Recordkeeping, Records Management, \*Special Education

Identifiers—Individuals with Disabilities Education Act, \*Paperwork Reduction, \*Vermont

A task force examined Vermont's special education paperwork and procedures to determine whether Vermont's requirements exceeded the federal requirements under the Individuals with Disabilities Education Act (IDEA). Upon close examination, the task force found only four areas in which the Vermont special education regulations require more paperwork than the federal regulations: the evaluation plan, notice of evaluation delay, the supplemental evaluation, and the multi-year plan. It concluded that IDEA creates most of the paperwork burden, an increased emphasis on accountability adds to the burden, complex compliance requirements lead to inconsistencies, and personnel are overburdened. Task force recommendations fall into two main categories: recommendations to maximize efficiency in the management of paperwork, record keeping, and procedural requirements, and recommendations that support state initiatives already underway. Recommendations for reducing paperwork include: (1) the state education department should initiate a collaborative process with stakeholders to consider the possibility of a specific plan for selected districts that eliminates selected paperwork and procedural requirements; (2) the department should clarify that clerical support for special education paperwork and record-keeping tasks is an allowable expenditure under the current special education funding formula; and (3) the department should develop and coordinate inservice training for both general and special educators. (CR)

ED 454 644 EC 308 448

Hallahan, Daniel P., Ed. Keogh, Barbara K., Ed.

**Research and Global Perspectives in Learning Disabilities: Essays in Honor of William M. Cruickshank. The LEA Series on Special Education and Disability.**

Report No.—ISBN-0-8058-3617-9

Pub Date—2001-00-00

Note—362p. "The executive committee of the International Academy for Research in Learning Disabilities planned this volume on the occasion of its 25th anniversary to honor the founder of the Academy, William M. Cruickshank."

Available from—Lawrence Erlbaum Associates, Publishers, 10 Industrial Ave., Mahwah, NJ 07430-2262 (\$69.95). Tel: 800-926-6579 (Toll Free); Tel: 201-236-9500; Fax: 201-760-3735; Web site: <http://www.erlbaum.com>.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Academic Accommodations (Disabilities), Attention Deficit Disorders, Cross Cultural Studies, Cultural Differences, \*Cultural Influences, \*Curriculum Based Assessment, Elementary Secondary Education, \*Etiology, Foreign Countries, Inclusive Schools, Interpersonal Competence, \*Learning Disabilities, Research Needs, \*Social Development, Special Education, Student Placement, \*Teaching Methods, Trend Analysis

Identifiers—Australia, Canada, \*Cruickshank (William M.), Germany, Great Britain, Japan, Netherlands, Norway, South America, Sweden

To honor the founder of the International Academy for Research in Learning Disabilities, William M. Cruickshank, this collection of essays reflects a range of perspectives on the "state of the art" in learning disabilities, documenting both commonalities and differences across countries. After an introduction, essays include: (1) "The Lives and Careers of Bill and Dorothy Cruickshank" (Doris Johnson and Barbara Keogh); (2) "Neurobiological Basis of



Learning Disabilities" (Michelle Y. Kibby and George W. Hynd); (3) "Comorbid ADHD and Learning Disabilities: Diagnosis, Special Education, and Intervention" (Ronald A. Kotkin and others); (4) "Social Functioning of Students with Learning Disabilities" (Dheepa Sridhar and Sharon Vaughn); (5) "Using Assessment To Account for and Promote Strong Outcomes for Students with Learning Disabilities" (Lynn S. Fuchs and Douglas Fuchs); (6) "Strategic Learning in Students with Learning Disabilities: What Have We Learned?" (Lynn Meltzer and Marjorie Montague); (7) "Structure and Effective Teaching" (Margaret P. Weiss and John Wills Lloyd); (8) "The Concept of the Least Restrictive Environment and Learning Disabilities: Least Restrictive of What? Reflections on Cruickshank's 1977 Guest Editorial for the Journal of Learning Disabilities" (Jean B. Crockett and James M. Kauffman); (9) "Learning Disabilities: A Life Span Approach" (Paul J. Gerber); (10) "Learning Disabilities in Australia" (John Elkins); (11) "Learning Disabilities in Canada" (Bernice Y. L. Wong and Nancy Hutchinson); (12) "Learning Disabilities in Germany: A Retrospective Analysis, Current Status and Future Trends" (Gunther Opp); (13) "British Orientations to Specific Learning Difficulties" (K. Wedell); (14) "Learning Disabilities in Japan" (Masayoshi Tsuge); (15) "Learning Disabilities in the Netherlands" (Luc M. Stevens and Wim van Werkhoven); (16) "Reading Disabilities in Scandinavia" (Ingvar Lundberg and Torleiv Høien); (17) "Learning Disabilities Studies in South America" (Luis Bravo-Valdivieso and Neva Milicic Muller); and (18) "The Challenge of International Research in Learning Disabilities" (Susan A. Vogel). (Chapters include references.) (CR)

ED 454 645

EC 308 449

Sultana, Qaisar

**IDEA 1997—"Inclusion Is the Law."**

Pub Date—2001-04-00

Note—12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Kansas City, MO, April 18-21, 2001).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Compliance (Legal), \*Court Litigation, \*Disabilities, \*Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Regulation, \*Inclusive Schools, Mainstreaming, Special Schools, \*Student Placement

Identifiers—Amendments, \*Individuals with Disabilities Education Act

This paper stresses that the word "inclusion" is not used in the Individuals with Disabilities Education Act (IDEA) and that the law calls for students with disabilities to be provided with a free, appropriate public education in the least restrictive environment. Ten 1997-1999 court cases that address the placement of students with disabilities are reviewed, including: (1) Kevin G. by Robert G. v. Cranston School Community, a case which demonstrates that the individual needs of the child and where they could best be provided for were given priority over placement in a neighborhood school; (2) Hartman v. Loudon County Board of Education, a case that decided the appropriateness of placement based on academic progress and the nature and degree of severity of the disability; (3) Jonathan G. v. Lower Merion School District, a case in which the court ruled in favor of inclusion in the regular education class because the student was making excellent grades; (4) Mrs. B. v. Milford Board of Education, a case in which the court ruled in favor of a residential program; and (5) Mr. X v. New York State Education Department, a case that reaffirmed that children with disabilities can be placed in segregated facilities. (CR)

ED 454 646

EC 308 450

**Rhode Island Board of Regents for Elementary and Secondary Education, Regulations Governing the Education of Children with Disabilities.**

Rhode Island State Dept. of Elementary and Sec-

ondary Education, Providence.

Pub Date—2000-12-14

Note—102p.

Available from—Rhode Island State Dept. of Education, 255 Westminster St., Providence, RI 02903; Tel: 401-222-4600. For full text: <http://www.ridoe.net>.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Confidentiality, \*Disabilities, \*Discipline Policy, Due Process, Elementary Secondary Education, \*Eligibility, \*Individualized Education Programs, Private Schools, Program Administration, \*Special Education, State Programs, \*State Regulation, Student Evaluation, Student Placement

Identifiers—\*Rhode Island

This document contains regulations of the Rhode Island Board of Regents for Elementary and Secondary Education governing the education of children with disabilities. Statutory language is provided that addresses the following areas: (1) purposes of the legislation; (2) definitions of terms used in the statutory language; (3) local education agency eligibility; (4) free appropriate public education requirements for students with disabilities; (5) Individualized Education Program (IEP) requirements; (6) children in private schools; (7) due process procedures for parents and children; (8) discipline procedures; (9) procedures for evaluation and determination of eligibility; (10) additional procedures for evaluating children with specific learning disabilities; (11) least restrictive environment requirements; (12) criteria for instructional programs; (13) confidentiality of information requirements; (14) state administration; (15) state advisory panel establishment, membership, and functions; (16) state compliant procedures; (17) parental notice requirements; and (18) least restrictive environment training and monitoring. An appendix includes a list of timelines for referral, evaluation, eligibility, development of IEP, and reevaluation. (CR)

ED 454 647

EC 308 451

**Student Health Partnership Annual Report Guidelines for 2000/2001 and 2001/2002. Student Health Initiative.**

Alberta Learning, Edmonton.

Report No.—ISSN-1496-4880

Pub Date—2001-02-00

Note—14p.; Previous title was "Student Health Partnership Planning Guide." Student Health is a joint initiative of Alberta Learning, Alberta Health and Wellness, Alberta Children's Services, and the Alberta Mental Health Board. For companion document, "Service Plan Guidelines for 2001/2002," see EC 308 452.

Available from—Alberta Learning, 10th Floor, East Devonian Bldg., 11160 Jasper Ave., Edmonton, AL T5K 0L2 Canada; Tel: 780-422-6326; Fax: 780-422-2039. For full text: <http://www.gov.ab.ca/studenthealth>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Agency Cooperation, \*Annual Reports, Elementary Secondary Education, Foreign Countries, Guidelines, \*Health Services, \*Integrated Services, Mental Health Programs, Program Effectiveness, \*Program Evaluation, \*Special Health Problems

Identifiers—Alberta

This document provides guidelines for fulfilling the requirements of the annual report for 2000-01 and 2001-02 of the Student Health Partnership, a program in Alberta, Canada, designed to provide health services to students with special health needs. The guidelines explain each of the annual report's required components, including: (1) a statement of accountability that confirms the partnership's commitment to take actions for continuous improvement; (2) a description of the program's progress and results that addresses the number of students served, the range of services provided, students' access to coordinated/integrated services, and efficient use of resources; (3) a description of opportunities to enhance coordination and integra-

tion of student health services and emerging issues and unmet needs to be addressed in the next service plan; and (4) a financial statement that includes the Financial Statement for the Service Plan Year and provides information that describes the number of full-time employees that were planned for and the actual number that were hired. Guidelines for the annual report submission are provided. Appendices include a checklist for the required components of the annual report, a classroom teacher survey about student health services, and a form for the Financial Statement for the Service Plan Year. (CR)

ED 454 648

EC 308 452

**Student Health Partnership Service Plan Guidelines for 2001/2002. Student Health Initiative.**

Alberta Learning, Edmonton.

Report No.—ISSN-1496-4872

Pub Date—2001-02-00

Note—38p.; Previous title was "Student Health Partnership Planning Guide." Student Health is a joint initiative of Alberta Learning, Alberta Health and Wellness, Alberta Children's Services, and the Alberta Mental Health Board. For companion document, "Annual Report Guidelines for 2000/2001 and 2001/2002," see EC 308 451.

Available from—Alberta Learning, 10th Floor, East Devonian Bldg., 11160 Jasper Ave., Edmonton, AL T5K 0L2 Canada; Tel: 780-422-6326; Fax: 780-422-2039. For full text: <http://www.gov.ab.ca/studenthealth>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Agency Cooperation, Delivery Systems, Elementary Secondary Education, Foreign Countries, Guidelines, \*Health Services, \*Integrated Services, Mental Health Programs, Program Descriptions, \*Program Development, Program Effectiveness, Services, \*Special Health Problems

Identifiers—Alberta, \*Related Services

This document provides 2001-02 year service plan guidelines for fulfilling the requirements of the Student Health Partnership, a joint endeavor of the provincial government partners of Alberta Learning, Health and Wellness, Children's Services, and the Alberta Mental Health Board, to enhance the provision of a range of integrated health and related support services for identified children with special health needs registered in school programs and to improve access to these services. It begins by explaining the goals of the Student Health Initiative, student eligibility, and services that are provided. Service plan guidelines are then described and include: (1) a statement of accountability; (2) a Student Health Partnership profile; (3) a description of student health needs and service priorities; (4) an explanation of the goals of the program; (5) performance measures, targets, and strategies that will be used to ensure effectiveness; (6) a human resource plan; and (7) a financial plan. Appendices include a list of Student Health Initiative principles, an explanation of student health funding, a checklist of the seven required components of the service plan, a classroom teacher survey about student health services, and related forms. A list of operating educational programs is also provided. (CR)

ED 454 649

EC 308 453

**Teaching Students with Emotional Disorders and/or Mental Illnesses.**

Alberta Learning, Edmonton.

Report No.—ISBN-0-7785-0798-X

Pub Date—2000-00-00

Note—208p.; For French version, see EC 308 454. "A joint collaboration with the Western Consortium for Special Education." Published by Alberta Learning, Special Programs Branch.

Available from—Alberta Learning, 10th Floor, East Devonian Bldg., 11160 Jasper Ave., Edmonton, AL T5K 0L2 Canada; Tel: 780-422-6326; Fax: 780-422-2039; Web site: <http://www.gov.ab.ca>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC09 Plus Postage.**

Descriptors—Aggression, Antisocial Behavior, Anxiety, Behavior Disorders, Biological Influ-

ences, Depression (Psychology), Disability Identification, Drug Therapy, Eating Disorders, Educational Strategies, Elementary Secondary Education, \*Emotional Disturbances, Environmental Influences, \*Etiology, Foreign Countries, Genetics, \*Mental Disorders, Outcomes of Treatment, Schizophrenia, \*Student Characteristics, Student Needs, \*Symptoms (Individual Disorders), \*Teaching Methods

Identifiers—Alberta

This resource manual is designed to assist Alberta teachers in the identification and education of students with emotional disorders and/or mental illnesses. It takes a comprehensive look at six emotional disorders. The first section focuses on eating disorders. It describes the characteristics and symptoms of anorexia nervosa, bulimia nervosa, and binge eating. Risk factors that may trigger the onset of eating disorders are identified, and myths surrounding food, weight, and body image are included. Section 2 presents short descriptions of seven common anxiety disorders, including separation anxiety disorder, overanxious disorder of childhood, post-traumatic stress, acute stress, obsessive compulsive disorder, anxiety disorder due to general medical conditions, and substance-induced anxiety. The following section describes different types of depression in childhood and adolescents. Section 4 presents an overview of the characteristics and causes of schizophrenia. Section 5 defines oppositional defiant disorder, describes genetic and environmental causes, and provides strategies for ensuring the safety of other students. The final section defines conduct disorder, along with genetic and environmental causes. Each section explains medical and clinical treatment options and provides strategies that teachers can use to support the education and treatment of students with the specific disorder, along with a list of annotated resources. (Each section contains references.) (CR)

ED 454 650 EC 308 454

**Enseigner aux élèves ayant des troubles émotionnels et (ou) des psychopathologies. Elaborer pour les élèves ayant des besoins spéciaux (Teaching Students with Emotional Disorders and/or Mental Illnesses. Elaborated for Eligible Special Needs Students).**

Alberta Learning, Edmonton. Direction de l'éducation française.

Report No.—ISBN-0-7785-1121-9

Pub Date—2000-00-00

Note—179p.; For English version, see EC 308 453. "A joint collaboration with the Western Consortium for Special Education."

Available from—Alberta Learning, 10th Floor, East Devonian Bldg., 11160 Jasper Ave., Edmonton, AL T5K 0L2 Canada; Tel: 780-422-6326; Fax: 780-422-2039; Web site: <http://www.gov.ab.ca>.

Language—French

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Aggression, Antisocial Behavior, Anxiety, Behavior Disorders, Biological Influences, Depression (Psychology), Disability Identification, Drug Therapy, Eating Disorders, Educational Strategies, Elementary Secondary Education, \*Emotional Disturbances, Environmental Influences, \*Etiology, Foreign Countries, French, French Canadians, Genetics, \*Mental Disorders, Outcomes of Treatment, Schizophrenia, \*Student Characteristics, Student Needs, \*Symptoms (Individual Disorders), \*Teaching Methods

Identifiers—Alberta

This resource manual, in French, is designed to assist Alberta teachers in the identification and education of students with emotional disorders and/or mental illnesses. It takes a comprehensive look at six emotional disorders. The first section focuses on eating disorders. It describes the characteristics and symptoms of anorexia nervosa, bulimia nervosa, and binge eating. Risk factors that may trigger the onset of eating disorders are identified, and myths surrounding food, weight, and body image are included. Section 2 presents short descriptions of seven common anxiety disorders, including separation anxiety disorder, overanxious disorder of

childhood, post-traumatic stress, acute stress, obsessive compulsive disorder, anxiety disorder due to general medical conditions, and substance-induced anxiety. The following section describes different types of depression in childhood and adolescents. Section 4 presents an overview of the characteristics and causes of schizophrenia. Section 5 defines oppositional defiant disorder, describes genetic and environmental causes, and provides strategies for ensuring the safety of other students. The final section defines conduct disorder, along with genetic and environmental causes. Each section explains medical and clinical treatment options and provides strategies that teachers can use to support the education and treatment of students with the specific disorder, along with a list of annotated resources. (Each section contains references.) (CR)

ED 454 651 EC 308 455

McQuillen, Terry. Nietupski, John. Berg, Deana. Duncan Daugherty, Vicki. Bildstein, Stephanie

**Iowa High School High Tech: Promoting Careers in Technology for Students with Disabilities. Final Report and Implementation Manual.**

Grant Wood Area Education Agency, Cedar Rapids, IA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2001-02-00

Contract—H158Q70029

Note—109p.; Produced with Goodwill Industries of Southeast Iowa. Manual produced with Susan M. Hamre-Nietupski.

Available from—Grant Wood AEA, 4401 Sixth St. SW, Cedar Rapids, IA 52404-4499. Tel: 800-332-8488, ext. 6442 or ext. 6441 (Toll Free); Web site: <http://www.aea10.k12.ia.us/hs-hi>.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Career Development, \*Career Education, \*Career Exploration, \*Disabilities, High Schools, Internship Programs, Outcomes of Education, Program Effectiveness, School Business Relationship, Secondary Education, \*Technical Education, \*Technical Occupations, Technological Advancement, Transitional Programs, \*Work Experience Programs

Identifiers—Iowa

This final report and implementation manual describes the activities and outcomes of Iowa's High School High Tech (HSHT) program, a joint effort of Grant Wood Area Education Agency and Goodwill Industries of Southeast Iowa to inspire students with disabilities to pursue high tech careers. The program provides opportunities for students to learn about area firms, to identify career interests and to shadow seasoned professionals, and paid and non-paid internships. The program also offers students chances to visit postsecondary educational institutions, high tech firms, and summer tech camps, and to pursue software training. By 1999-01, the 3-year program was serving 87 students in 12 high schools and 3 alternative programs. Thirty-seven HSHT students have finished high school since the project began. A survey found that 20 attend higher education programs, 2 of the 29 are unemployed, and 7 of 29 are working. The replication manual includes an overview of the HSHT model and the seven-step process for establishing effective HSHT programs. Responsibilities of HSHT personnel are explained, along with the nuts and bolts of starting a program. A job shadow packet and internship packet are provided. An appendix includes related forms and publicity about the program. (CR)

ED 454 652 EC 308 456

Bezruki, Don. Barkelar, Craig. Dunning, Sarah. Lathrop, Jessica. Semeiks, Ilga. Sommerfeld, Robert

**Special Education Funding, Department of Public Instruction 99-7: An Evaluation.**

Wisconsin State Legislative Audit Bureau, Madison.

son.

Report No.—WI-LAB-99-7

Pub Date—1999-05-00

Note—93p.; Edited by Jeanne Thieme.

Available from—Wisconsin State Legislative Audit Bureau, 22 E. Mifflin St., Suite 500, Madison, WI 53703. Tel: 608-266-2818; Fax: 608-267-0410; e-mail: [leg.audit.info@legis.state.wi.us](mailto:leg.audit.info@legis.state.wi.us). For full text: <http://www.legis.state.wi.us>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Disabilities, \*Educational Finance, Elementary Secondary Education, \*Expenditure per Student, Program Costs, Regular and Special Education Relationship, \*Special Education, \*State Aid, State School District Relationship

Identifiers—\*Wisconsin

This report reviews special education costs and funding for Wisconsin public school districts, as well as the funding relationship between special education and regular education. In addition, it compares Wisconsin's method of allocating categorical aid to methods that other states use in allocating special education funding, and presents survey results from Wisconsin school district administrators on special education funding. To better compare special education costs with regular education costs, general administration, debt service, and similar costs from the analysis were excluded. From FY 1992-93 through FY 1997-98, special education costs increased 36.9 percent, to \$863.5 million, and regular education costs increased 25.5 percent, to approximately \$4 billion. Cost per student increases, however, were more modest: special education costs per student increased 15 percent, which is slightly below the 18.1 percent increase in regular education costs per student. Results of the investigation also indicate 70 percent of school district administrators were dissatisfied with the current categorical aid formula and 62 percent support changes that would target aid to special education students whose services were exceptionally costly. Appendices include a list of special education costs, special education enrollment, and special education funding proportions by school districts. (CR)

ED 454 653 EC 308 457

Ruzic, Roxanne

**Lessons for Everyone: How Students with Reading-Related Learning Disabilities Survive and Excel in College Courses with Heavy Reading Requirements.**

Pub Date—2001-04-13

Note—19p.; Paper presented at the annual meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Available from—For full text: <http://www.cast.org/ruzic/aera2001>.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Learning Disabilities, \*Learning Strategies, \*Reading Difficulties, Student Behavior, Study Habits, \*Study Skills, \*Success, \*Teaching Methods

A study investigated what reading and study strategies students with identified reading-related learning disabilities employ at the post-secondary setting and how the use of strategies differ for students who succeed in particular courses versus those who do not do as well. Nine students with reading-related learning disabilities participated in the study. Recommended successful strategies for college students with reading-related learning disabilities include: (1) develop a plan for effective time management that includes doing a little work each day; (2) take care of yourself; (3) make connections between what you are doing in different classes and future plans; (4) choose your courses carefully so that you have a balance of courses that will be hard and easy for you; (5) talk to others to get information and find out what instructors and teaching assistants to find out what they expect; (6) find

and use mentors; (7) find and use a supportive peer group; (8) have drive and passion; (9) be open to asking for and receiving help; (10) take responsibility for yourself; (11) predict assessments; (12) match work to assessments; and (13) modify your strategies based on feedback. Recommendations for institutions are also included. (Contains 35 references and 5 tables.) (CR)

**ED 454 654** **EC 308 458**  
*Easterbrooks, Susan R. Huston, Sandra G.*

**Examining Reading Comprehension and Fluency in Students Who Are Deaf or Hard of Hearing.**

Pub Date—2001-04-00

Note—30p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (80th, Kansas City, MO, April 18-21, 2001).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Deafness, Disability Identification, Elementary Secondary Education, Evaluation Methods, \*Hearing Impairments, Portfolio Assessment, Reading Ability, \*Reading Comprehension, Reading Difficulties, \*Reading Rate, \*Reading Tests, \*Screening Tests, Student Evaluation

This paper discusses various approaches educators can use to evaluate the reading skills of students who are deaf and hard of hearing, with special emphasis on reading fluency. Various assessment measures are described and examples of how mature users of American Sign Language read English are given. It highlights the use of a literacy portfolio, rubric assessments, observation checklists, anecdotal records and diaries, a running record analysis, writing samples, reading attitude and interest surveys, a metalinguistic strategy survey, and a reading and writing log to assess students with hearing impairments. After reviewing the types of information the educators need to gather about reading ability, the "Reading Fluency Screening for Signing Students Who Are Deaf or Hard of Hearing" is described. This screening tool provides teachers with a format for comparing fluency traits in children with those exhibited by fluent adult deaf readers by measuring fluency envelope, internal grammatical aspects, and internal word level aspects. The paper closes with the suggestions for increasing reading comprehension and fluency through semantic interventions, syntactic interventions, and pragmatic interventions. (Contains 20 references.) (CR)

**ED 454 655** **EC 308 459**  
*Edmonson, Stacey L. Thompson, David P.*

**The "Role" of Burnout among Special Educators: The Relationship between Burnout and Role Tensions.**

Pub Date—2001-04-00

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Administrators, \*Disabilities, Elementary Secondary Education, Meta Analysis, Regular and Special Education Relationship, \*Role Conflict, Self Concept, \*Special Education Teachers, \*Teacher Burnout, Teacher Persistence, \*Teacher Role

This paper discusses the outcomes of a meta-analysis that reviewed primary studies from eight major databases to investigate the impact of role ambiguity and conflict in the burnout of special education teachers. Five role constructs were found to be present in the literature on burnout among special educators: role ambiguity, role conflict, role expectations conflict, role overload, and role self-concept. Meta-analyses were conducted for each of these role constructs and the various relationships they share with burnout constructs. With the exception of role conflict, effect sizes were given or derived for each of the role constructs and six distinct burnout constructs (frequency and intensity of emotional exhaustion, depersonalization, and per-

sonal accomplishment). Multiple effect sizes for role conflict were found only for its relationship to emotional exhaustion. Specifically, the average effect size estimate for both the frequency and intensity for emotional exhaustion as it related to role ambiguity indicates a small positive relationship between these two constructs, the frequency of depersonalization shares a small positive relationship with role ambiguity, and the intensity of personal accomplishments reveal a small but clearly inverse relationship with role ambiguity. (Contains 39 references and 6 tables.) (CR)

**ED 454 656** **EC 308 460**  
*Hammrich, Penny L. Price, Lynda Slesarsky-Poe, Graciela*

**Daughters with Disabilities: A Professional Development Model To Reframe Science, Math, and Technology Education for Girls with Disabilities.**

Pub Date—2001-04-00

Note—34p.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Academic Accommodations (Disabilities), \*Curriculum Design, \*Disabilities, Elementary Secondary Education, \*Females, Inclusive Schools, Inservice Teacher Education, \*Mathematics Instruction, Middle School Students, Preservice Teacher Education, Program Design, \*Science Instruction, \*Teacher Education, Technology Education, Urban Schools

This report describes a program created specifically to address the fact that individuals with disabilities, especially girls, have been widely underserved and under-educated in the areas of science, math, and technology. The "Daughters with Disabilities" project was designed to encourage more girls with disabilities from five inner-city schools to prepare for careers in science, math, and technology by: (1) increasing the interests and achievement in science, math, and technology of girls in special education classes at the five participating schools; (2) enhancing existing science, math, and technology curricula for girls with disabilities in urban settings; (3) introducing and teaching the concept of "pre-transition" knowledge in the science, math, and technology areas; and (4) creating a network of support and training for pre-service and in-service special and regular education teachers, families, and community members in the areas of science, math, and technology that stressed gender-sensitive curricula, instructional modifications, and successful inclusive education. The program was based on constructivism and employed a variety of methods including, teacher training on best practices for inclusionary settings, classroom activities and outreach to schools, Saturday activities, a two-week summer program, and undergraduate teacher training. (Contains 46 references.) (CR)

**ED 454 657** **EC 308 461**  
*Ludwigs, Lynnette Vanderpoel, Gail*

**Increasing Student Achievement through Collaborative Inclusion Techniques.**

Pub Date—2000-12-00

Note—100p.; Master of Arts Action Research Project, Saint Xavier University and Skyline Professional Development.

Pub Type—Dissertations/Theses (040) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), Academic Achievement, Action Research, Behavior Modification, Class Size, \*Computer Science Education, \*Disabilities, \*Inclusive Schools, Middle School Students, Middle Schools, Regular and Special Education Relationship, Student Attitudes, \*Student Evaluation, \*Teacher Collaboration, Teamwork, Time on Task

This report describes a program for improving performance of 54 sixth and seventh grade students with special needs included in a computer applications class. The targeted students exhibited deficiencies in basic computer classroom performance. Probable causes for poor performance were identified through a review of literature and an analysis of

the setting. The causes identified included lack of specific communication regarding these students' disabilities, and lack of effective adaptations, poor student attitudes toward inclusion classes, and large class size. The intervention program used several techniques to increase on-task behavior, work completion, and the students' grades. The solution strategies involved student conferencing involving meeting with each student with special needs to set goals and give clear guidelines for success, the use of authentic assessment to improve the manner in which students' progress could be judged, and improving communication between the special education teacher and the computer applications teacher. Post intervention data indicated an increase in the computer classroom grades of the targeted students, more positive attitudes regarding computer classes, and improved inclusion strategies between the two teachers. Appendices include assessment instruments. (Contains 55 references.) (CR)

**ED 454 658** **EC 308 462**  
*Fondacaro, Donna M.*

**Asperger Syndrome: A Qualitative Study of Successful Educational Interventions.**

Pub Date—2001-02-17

Note—35p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (24th, Hilton Head, SC, February 16-19, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Autism, \*Behavior Modification, Case Studies, Class Size, Clinical Diagnosis, \*Disability Identification, Elementary Education, Qualitative Research, Symptoms (Individual Disorders), Teacher Attitudes, \*Teacher Student Ratio, Teacher Student Relationship, \*Teaching Methods

Identifiers—Amendments, \*Aspergers Syndrome, Individuals with Disabilities Educ Act Amend 1997, \*New Jersey, Pervasive Developmental Disorders

This paper reports the outcomes of a study that utilized descriptive, qualitative methods and a series of case studies to investigate how students are diagnosed with pervasive developmental disorders, specifically Asperger syndrome under the Individuals with Disabilities Education Act. The study focuses on students attending elementary schools in the counties of southern New Jersey. A sample of 12 students ranging in age from 8-13, was drawn from 9 public schools and 3 private elementary schools in the South Jersey area. A neurologist diagnosed all the students as having Asperger syndrome. Data collection relied upon semi-structured field interviews with special education teachers, regular education teachers, and other school personnel directly involved with educating the children with Asperger syndrome. Data was collected from researcher observations in the academic and unstructured classroom setting. Findings of the study indicate that a small teacher to student ratio was the most successful form of academic intervention, while the behavior modification system in conjunction with positive teacher attitudes was the most successful form of behavioral intervention. Successful forms of social skills intervention were sparse, which indicates a need for further exploration in that area. The report closes with teaching recommendations. An appendix includes the diagnostic criteria for Asperger syndrome. (Contains 36 references.) (CR)

**ED 454 659** **EC 308 463**  
*Wishmann, Amy Kates, Donald Kaufmann, Roxane*

**Funding Early Childhood Mental Health Services & Supports.**

Georgetown Univ. Child Development Center, Washington, DC.

Spons Agency—Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.

Pub Date—2001-03-00

Note—76p.

Available from—Georgetown University Child Development Center, 3307 M Street, N.W.,



Washington, DC 20007-3935 (\$8). Tel: 202-687-5000. For full text: <http://www.gucdc.georgetown.edu/fundingpub.html>.

**Pub Type—Reports - Descriptive (141)**

**EDRS Price—MF01/PC04 Plus Postage.**

**Descriptors—Community Services, \*Delivery Systems, Early Childhood Education, \*Early Intervention, \*Emotional Disturbances, Federal Aid, Financial Needs, \*Financial Support, Fund Raising, Infants, Matrices, \*Mental Disorders, \*Mental Health Programs, Private Financial Support, Program Evaluation, State Aid, State Programs, Toddlers, Young Children**

This paper is the first of a two-part series on financing early childhood mental health services. It discusses the need for a systemic approach to financing early childhood mental health services and supports and presents a matrix to assist states and communities in the design of comprehensive financing systems. The vertical axis of the matrix lists a range of early childhood mental health services and supports. The list of potential financing resources, displayed horizontally across the top of the matrix, includes the major federal, state, and local government and non-government sources of funding available to states and communities. To use the matrix, members of a state or community team would begin by taking an inventory of both existing services and funding sources. The inventory of services currently in place completes the vertical dimension of the matrix and its inventory of current funding sources goes in the matrix's horizontal dimension. Once the matrix is complete, areas where additional services and/or funding resources are needed and where any gaps or overlaps exist can be identified. Appendix A contains a blank matrix. Each of the funding resources is further described in Appendix B. (Contains 11 references.) (CR)

**ED 454 660**

**EC 308 464**

*Rimm, Sylvia B.*

**Keys to Parenting the Gifted Child. Second**

**Edition. Barron's Parenting Keys.**

Report No.—ISBN-0-7641-1342-9

Pub Date—2001-00-00

Note—202p.

Available from—Barron's Educational Series, Inc., 250 Wireless Blvd., Hauppauge, NY 11788 (\$7.95). Tel: 800-645-3476 (Toll Free); Tel: 631-434-3311; Fax: 631-434-3723; Web site: <http://barronseduc.com>.

**Pub Type—Books (010) — Guides - Non-Classroom (055)**

**Document Not Available from EDRS.**

**Descriptors—\*Ability Identification, \*Academically Gifted, \*Acceleration (Education), Career Exploration, \*Child Rearing, Creative Thinking, Disabilities, \*Educational Strategies, Elementary Secondary Education, \*Family Relationship, Homework, Homogeneous Grouping, Parent School Relationship, Peer Relationship, Positive Reinforcement, Pre-school Education, Sex Differences, Siblings, Student Placement, Talent Development, Underachievement**

This book provides parents with guidelines on how to determine if their children are unusually gifted and how to prepare them for school. Recommendations are provided to ensure that gifted children are sufficiently challenged in the classroom, while reducing emotional stresses to which intellectually gifted children are often prone. Specific chapters address: (1) early childhood testing; (2) selecting a preschool; (3) enhancing learning in the family; (4) school identification of giftedness; (5) individual evaluations; (6) subject acceleration and individualized instruction; (7) grade skipping; (8) school ability grouping; (9) home schooling and enrichment; (10) homework habits; (11) parent-school communication; (12) challenging alternatives for gifted teenagers; (13) special college adjustments for gifted students; (14) career direction and selection; (15) parenting with a united front; (16) sibling relationships; (17) single parenting and divorce; (18) praise and positive reinforcement; (19) creativity, pretending, and lying; (20) perfectionism; (21) gifted children with disabilities; (22) talent in the arts; (23) creative thinking; (24) underachievement; (25) gender issues; (26)

peer pressure; and (27) computers and the Internet. The book closes with important principles for encouraging learning and for encouraging appropriate family structure. Answers to frequently asked questions are also provided. (CR)

**ED 454 661**

**EC 308 465**

**Mental Retardation and Developmental Disabilities Branch (NICHD) Report to the NACHHD Council.**

National Inst. of Child Health and Human Development (NIH), Bethesda, MD. Mental Retardation and Developmental Disabilities Branch.

Pub Date—2001-01-00

Note—58p.

Available from—NICHD Clearinghouse, P.O. Box 3006, Rockville, MD 20847. Tel: 800-370-2943 (Toll Free).

**Pub Type—Reports - Descriptive (141)**

**EDRS Price—MF01/PC03 Plus Postage.**

**Descriptors—Adults, Autism, Children, \*Clinical Diagnosis, Etiology, Federal Programs, Financial Support, Genetics, Infants, Medical Research, \*Mental Retardation, Nutrition, Prenatal Care, \*Prenatal Influences, \*Research and Development Centers, \*Research Projects, Scientific Research, Toddlers**

This report highlights some of the projects supported by the Mental Retardation and Developmental Disabilities (MRDD) Branch of the Center for Research for Mothers and Children at the National Institute of Child Health and Human Development since its last report in January 1997. The MRDD Branch provides support for research, research training, conferences, and workshops on the biomedical, behavioral, and bio-behavioral aspects of mental retardation and other forms of developmental disabilities. It employs the following mechanisms to support research in the biological, behavioral, and social processes implicated in the understanding, prevention, and treatment of mental retardation and developmental disabilities: individual research grants, program projects, core support for the Mental Retardation Research Centers (MRRCs), contracts, training grants, and conference grants. The report describes the activities of the individual MRRCs and research activities addressing chromosome abnormalities, prenatal malnutrition, maternal phenylketonuria, family functioning, autism, and prenatal diagnosis. The report also includes trends of support for the MRDD branch for the past five fiscal years. The level of support of \$105.1 million provided by the Branch in fiscal year 2000 represents an increase of 163 percent, compared to \$64.4 million in fiscal year 1996. Appendices list sponsored conferences and workshops. (CR)

**ED 454 662**

**EC 308 466**

*Guthmann, Debra*

**Models of Alcohol and Other Drug Treatment for Consideration When Working with Deaf and Hard of Hearing Individuals.**

Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals, Minneapolis.

Pub Date—1999-00-00

Note—23p.

Available from—For full text: <http://www.mncd-deaf.org>.

**Pub Type—Reports - Research (143)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—Adults, Alcohol Abuse, \*Alcoholism, \*Behavior Modification, Case Studies, \*Cognitive Restructuring, \*Counseling Techniques, \*Deafness, Drug Addiction, Environmental Influences, Hearing Impairments, Models, Outcomes of Treatment, \*Rehabilitation Programs, Theories**

This paper discusses several models for treating chemical dependency in individuals who are deaf or hard of hearing. It begins by describing the 12-step model, a comprehensive, multi-disciplinary approach to the treatment of addiction which is abstinence oriented and based on the principles of Alcoholics Anonymous. This model includes group therapy, lectures, therapeutic work assignments, family counseling, and attendance at meetings. The next model profiled is the Cognitive Behavioral

Treatment Model, a model based on cognitive therapy in which individuals learn how their thoughts, feelings, and behaviors are connected, and how to break those connections. The Bio-Psycho-Social Model is then described. This model is an experiential, peer oriented process that is based on the belief that alcohol problems stem from a lifetime socialization process in a particular social and cultural milieu that implicitly or explicitly encourages alcohol drinking. Using this model, the goal of treatment is improving the social functioning of substance abusers by either altering the social environment or altering the individual's coping responses to environmental stresses. Harm reduction is the final rehabilitation approach described. A case study is presented of a 29-year old deaf female with drinking problems. (CR)

**ED 454 663**

**EC 308 467**

*Williams, Diane L. Ward-Lonergan, Jeannene*

**Effect of Explicit Audience on Written Communication of Children with Learning Disabilities.**

Pub Date—2001-04-00

Note—7p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (80th, Kansas City, MO, April 18-21, 2001).

**Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—Cooperative Learning, Elementary Education, \*Learning Disabilities, \*Peer Teaching, Pretests Posttests, Teaching Methods, \*Writing Improvement, \*Writing Instruction, \*Writing Skills, \*Written Language**

This report discusses the outcomes of a study that investigated the efficacy of a referential communication task for teaching written language skills to elementary school-aged children with learning disabilities. Participants included five dyads, each consisting of one child with a learning disability and one child with typical language development (ages 8-11). Children were to produce written instructions to enable the communication partner to complete a construction paper design. The children with learning disabilities and their communication partners were physically separated as they wrote instructions for the construction paper design. After completing the writing tasks, the children in each dyad exchanged papers and were given the pieces to complete the construction paper design. The children in each dyad then met to compare the completed design to the original model and gave their partners oral feedback as to the effectiveness of the written message. Results of the study indicate that as a result of the intervention, four of the five children with learning disabilities demonstrated an improvement in their overall writing scores from the pretest to the posttest, some children demonstrated use of visual organizers, and spelling errors decreased. (CR)

**ED 454 664**

**EC 308 468**

*Siegle, Del*

**Teacher Bias in Identifying Gifted and Talented Students.**

Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-04-00

Contract—R206R000001

Note—8p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (80th, Kansas City, MO, April 18-21, 2001).

**Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)**

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—\*Ability Identification, \*Academically Gifted, Classroom Environment, Cultural Influences, Elementary Secondary Education, Predictor Variables, \*Sex Bias, Sex Stereotypes, \*Student Characteristics, \*Talent, \*Teacher Attitudes**

This paper explores the impact of teacher bias on identifying students as gifted or talented. It reviews findings from an investigation that developed a series of hypothetical student profiles to assess teacher nomination bias of gifted students. The profiles were also used explore both the interaction of gender with student interests and work habits, and

findings from other research on teachers' identification of gifted and talented students. The paper highlights: (1) gender bias in gifted education that indicates teachers are more likely to select profiles in which the student's behavior did not match expected gender stereotypes; (2) how the nature of the student's interests influences classroom teachers and how unexpected interests produce unexpected behaviors that attract attention; (3) the tendency for classroom teachers to focus on student weaknesses rather than student strengths; (4) the fear educators have of misidentifying students and of placing students in gifted and talented classes; (5) the tendency of teachers to focus more on skills associated with academic performance and less on creativity, leadership, and motor skills; and (6) how culture and socioeconomic status influence teacher ratings. Recommendations for educators on how to best avoid identification bias are provided. (Contains 25 references.) (CR)

**ED 454 665** **EC 308 469**

**Learning Disabilities. Final Report.**

Delaware State Dept. of Education, Dover.

Pub Date—2000-03-00

Note—24p.

Available from—Delaware Dept. of Education, Townsend Building, PO Box 1402, Dover, DE 19903. Tel: 302-739-5471; Fax: 302-739-2388.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Definitions, \*Disability Identification, Educational Legislation, Elementary Secondary Education, \*Eligibility, Federal Legislation, \*Learning Disabilities, Models, Preschool Education, Resource Allocation, Special Education, \*State Standards

Identifiers—Amendments, \*Delaware, \*Funding Formulas, Individuals with Disabilities Educ Act Amend 1997

This report responds to Delaware state legislation requiring the development of proposed revised regulations for the classification of students as learning disabled (LD). The report first describes the current system, noting that in 1997 15 percent of the student population were served under the Individuals with Disabilities Education Act and over 61 percent of these children are categorized as having specific learning disabilities. This section also provides the state's current definition of "learning disability" and a chart showing the numbers of students identified as LD. Barriers and problems as well as strengths/assets of the current system are identified. A major conclusion of the report is that without changes to the funding formula and the allocation of resources, the impact of any other changes will be short lived. A section on proposed changes in the overall system addresses guiding principles, a problem-solving model, a formative intervention process, formal assessment procedures, and the development of intervention strategies. Specific recommendations are offered concerning: (1) a proposed learning disability definition and eligibility criteria; (2) a proposed developmental delay definition and eligibility criteria; (3) preschool services for children with disabilities; (4) K-3 services; (5) 4-12 services; and (6) other recommendations. A list of work group members is appended. (DB)

**ED 454 666** **EC 308 470**

**Biennial Performance Report (FY 98, 99) for Part B of the Individuals with Disabilities Education Act. State of Delaware.**

Delaware State Dept. of Education, Dover.

Pub Date—2000-01-00

Note—30p.

Available from—Delaware Dept. of Education, Townsend Building, PO Box 1402, Dover, DE 19903. Tel: 302-739-5471; Fax: 302-739-2388.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Standards, Data Analysis, \*Disabilities, \*Disability Identification, \*Educational Assessment, Educational Legislation, \*Educational Objectives, Elementary Secondary Education, Ethnic Groups, Federal Aid, Federal Legislation, Racial Factors, State Pro-

grams, \*Student Evaluation, Student Participation, Tables (Data)

Identifiers—Delaware, \*Disproportionate Representation (Spec Educ), \*Individuals with Disabilities Education Act Part B

This report provides data on the State of Delaware's performance goals and indicators for children with disabilities, their participation in assessments, the rate of long-range suspensions and expulsions, and disproportionality based on race in identification and placement. The report is intended to serve as a baseline for future reporting on the state's use of federal funds under the Individuals with Disabilities Education Act Part B. The first section identifies three broad goals and then specifies 18 performance indicators. These indicators are then specifically discussed. Discussion of indicators concerned with the state's assessment of progress focuses on participation in assessments, the Delaware Alternate Portfolio Assessment, student performance on the Delaware Student Testing Program (tables detail student outcomes by test and grade), number of graduates, and number of dropouts. This is followed by discussion and tables about long range suspensions and expulsions of students with disabilities and numbers of children served in various educational settings. The final section offers data and analysis of disproportionality based on race including identification of children with disabilities in general and with specific disabilities by race/ethnicity and placement of children in particular educational settings by race/ethnicity. A final table summarizes activities and expenditures for IDEA Part B, fiscal years 98 and 99. (DB)

**ED 454 667** **EC 308 471**

Guthmann, Debra Lybarger, Ron Sandberg, Katherine A.

**Chemical Dependency Treatment: Specialized Approaches for Deaf and Hard of Hearing Clients.**

Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals, Minneapolis.

Pub Date—1997-00-00

Note—26p.

Available from—Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals, 2450 Riverside Ave., Minneapolis, MN 55454. Tel: 612-672-4402; Tel: 612-672-4114 (TTY); Fax: 612-672-4516. For full text: <http://www.mncd.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Alcohol Abuse, \*Communication (Thought Transfer), \*Deafness, Drug Abuse, Drug Rehabilitation, \*Hearing Impairments, \*Intervention, Mental Disorders, Program Implementation, \*Substance Abuse, \*Therapy

Identifiers—Alcoholics Anonymous, Deaf Community, Deaf Culture, Minnesota

This article addresses issues of chemical dependency treatment of individuals who are deaf or hard of hearing and reports on specialized treatment approaches developed by the Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals. This population faces special barriers to treatment and recovery including lack of recognition of a problem within the community; confidentiality issues; lack of substance abuse resources for deaf/hard of hearing people; enabling on the part of family, friends and professionals; funding concerns; and lack of support for ongoing recovery. Issues related to communication affect deaf and hard of hearing persons along the substance abuse services continuum. The Minnesota program's specialized treatment approaches are designed to accommodate the communication and cultural needs of clients. Based on the Twelve Steps of Alcoholics Anonymous, the program features the use of drawing, role play, education, and American Sign Language and other appropriate communication systems. Discussion examines the program's treatment philosophy, purpose statements, and expected outcomes. Also covered are behavior management philosophy and techniques, aftercare considerations, and information about treating mentally ill clients who are chemically dependent.

Appendices provide sample client assignments. (Contains 13 references.) (DB)

**ED 454 668** **EC 308 472**

Lewis, Pamela F.

**Categorization in Adults with Severe to Profound Mental Retardation.**

Pub Date—2001-04-00

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, \*Classification, \*Cognitive Processes, \*Communication Disorders, \*Concept Formation, Expressive Language, \*Language Acquisition, Receptive Language, \*Severe Mental Retardation

This brief paper presents a summary of a study which examined the developmental progression of categorization and its relationship to language development in 12 adults with severe to profound mental retardation and with less than 100 words of expressive language (including manual signs). Subjects were asked to sort physically eight miniature objects consisting of four objects from each of two categories. Perceptual similarity and inclusiveness were manipulated as five contrasts had perceptually identical category members and five had perceptually non-identical category members. Receptive and expressive understanding of object labels was also assessed. The study found that only perceptual similarity influenced categorization. Nine subjects were able to sort categories with identical members, an ability associated with the onset of naming in typically developing infants and toddlers. Level of inclusiveness did not influence categorization and there was no relationship between the number of categories sorted and any of the language measures. (Contains 15 references and 4 tables.) (DB)

**ED 454 669** **EC 308 473**

**Notice of Procedural Safeguards: Special Education Rights of Parents and Children Under the Individuals with Disabilities Education Act, Part B.**

Delaware State Dept. of Education, Dover.

Pub Date—2000-09-22

Note—20p.

Available from—Delaware Dept. of Education, Townsend Building, P.O. Box 1402, Dover, DE 19903. Tel: 302-739-5471; Fax: 302-739-2388.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Conflict Resolution, \*Disabilities, \*Discipline, \*Due Process, Educational Legislation, Elementary Secondary Education, Federal Legislation, Parent Participation, Parent Rights, Parent School Relationship, \*Special Education, State Standards, \*Student Placement, Student Rights

Identifiers—\*Individuals with Disabilities Education Act Part B

This document is intended to provide necessary information to Delaware parents, legal guardians, and surrogate parents of children with disabilities concerning procedural safeguards under the Individuals with Disabilities Education Act (IDEA) Part B. Presented in a question-and-answer format, this guide is in several sections. The first section addresses special education rights of parents and children, including an explanation of procedural safeguards, the IDEA law, and parental participation in schooling decisions. The second part answers questions concerning notice, consent, evaluation, and access. Specifically, it addresses prior written notice, parent consent, surrogate parent appointment, independent educational evaluations, and access to educational records. The following section addresses issues of dispute resolution including the due process hearing and the state complaint procedure. The final section considers questions concerning school discipline and placement procedures. These include school suspension and expulsion safeguards, interim alternative educational settings, and reimbursement for children attending private schools. Attached are a list of

sources of further information in Delaware and a form to request a due process hearing. (DB)

**ED 454 670** **EC 308 474**

**Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations.** California Univ., Los Angeles. Center for Mental Health in Schools.

Spons Agency—Public Health Service (DHHS), Rockville, MD.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.

Pub Date—2001-05-00

Note—126p.

Available from—University of California Los Angeles, Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563. Tel: 310-825-3634. For full text: <http://smhp.psych.ucla.edu>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Ancillary School Services, Definitions, Delivery Systems, Elementary Secondary Education, \*Emotional Disturbances, \*Integrated Services, \*Mental Disorders, \*Mental Health Programs, Program Development, \*Pupil Personnel Services, Student Needs

This document is intended to assist schools in developing a comprehensive and multifaceted continuum of mental health programs and services. Following an introductory discussion of the scope of the problem, part 1 examines definitional concerns that must be resolved over time. Part 2 provides a general rationale for mental health services in schools. Part 3 outlines a set of guidelines to clarify the nature and scope of a comprehensive, multifaceted approach to mental health in schools. Part 4 offers an overview of the ways in which mental health and psychosocial concerns are currently addressed in schools. Various delivery mechanisms and formats are described, including school-financed student support services, the school district mental health unit, formal connections with community mental health services, classroom-based curriculum and special pull-out interventions, and the recommended comprehensive, multifaceted, and integrated approach. Part 5 discusses matters related to advancing the field in the context of key concerns. This section focuses on the creation of new capacity building mechanisms; readily accessible resources for materials, technical assistance, and training; and rethinking roles, functions, development, and credentialing of pupil services personnel. Five appendices provide a variety of supportive documents and sources for materials, technical assistance, and training. (Contains approximately 125 references.) (DB)

**ED 454 671** **EC 308 475**

Heller, Kurt A., Ed. Monks, Franz J., Ed. Sternberg, Robert J., Ed. Subotnik, Rena F., Ed.

**International Handbook of Giftedness and Talent. Second Edition.**

Report No.—ISBN-0-08-043796-6

Pub Date—2000-10-00

Note—934p.

Available from—Elsevier Science, PO Box 945, Madison Square Station, New York 10060-0757 (\$199.95). Tel: 212-633-3730; Fax: 212-633-3680; e-mail: [usinfo-f@elsevier.com](mailto:usinfo-f@elsevier.com); Web site: <http://www.elsevier.com>.

Pub Type—Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Ability Identification, \*Academically Gifted, Child Development, \*Comparative Education, Counseling, Educational Methods, Elementary Secondary Education, Foreign Countries, Gifted, Models, \*Research and Development, Scholarship, Special Education, \*Talent, Talent Development, Talent Identification, Theory Practice Relationship

This volume presents 59 chapters on research and development in giftedness and talent from an international perspective. This second edition includes 80 percent new material and incorporates three fundamental changes from the previous edition: perspectives from scholars in related fields, new

scholarship emerging in the late 1990s on talent development in various domains, and more focus on empirically supported scholarship. The chapters are organized into the following seven sections (sample topics in parentheses): (1) "Changing Conceptions of Giftedness and Talent" (history of giftedness, models of giftedness, giftedness in non-academic domains, international trends); (2) "Development of Giftedness and Talent" (developmental psychology, individual differences, motivation and cognition, life span approach to talent development); (3) "Identification of Giftedness and Talent" (dynamic assessment, early identification, prediction of excellence); (4) "Gifted Education and Programming" (curriculum development, the schoolwide enrichment model, research on moral development, academic competitions, and cross cultural studies); (5) "Counseling and Nurturing Giftedness and Talent" (global professionalism, families, poor and under-represented gifted students, gender differences, and underachievement); (6) "Examples of Country Efforts, Policies, Programs and Issues" (Canada, United States, Europe, Russia, Middle East, China, Asia, New Zealand, Africa, Latin America); and (7) "Present and Future of Research and Education of the Gifted and Talented." (Individual chapters contain references.) (DB)

**ED 454 672** **EC 308 476**

Mathews, Rachel Whitfield, Patry

**Meeting the Needs of Parents of Children with Disabilities in Rural Schools.**

Pub Date—2001-00-00

Note—13p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Disabilities, Elementary Secondary Education, \*Family Involvement, \*Parent Attitudes, \*Parent Participation, \*Parent School Relationship, Parent Teacher Cooperation, Rural Areas, \*Rural Schools, Socioeconomic Status, Surveys

A study explored strategies for improving the involvement of parents with children with disabilities in rural schools. Data collected from 52 parents of children with disabilities in Central Virginia rural schools supported several findings of earlier studies conducted among lower socioeconomic groups. Answers to open-ended questions in the survey revealed some possible obstacles to participating in school related activities. Reasons included interference with job schedule, transportation difficulties, single parent home situations, lack of child care, and inconvenient meeting times. Another reason cited was that teachers did not pay attention to parents or did not respect their opinions. The parents identified three major needs: training programs, support groups, and teacher contact and recognition. The following recommendations are provided for increasing parental involvement: appointing a home-school liaison, using parents as recruiters, training active parents, meeting in an informal setting, seeking parents' interests and needs, recognizing parents' efforts, establishing a network with community resources, being optimistic, involving parents in the decision-making process, offering literacy training programs, organizing community projects, being flexible with timing, and establishing top to bottom responsibility. (Contains 15 references.) (CR)

**ED 454 673** **EC 308 477**

**Students with Attentional Disorders: Meeting Their Needs. A Guide for Schools and Families. Second Edition.**

Rhode Island State Dept. of Education, Providence.

Pub Date—2001-00-00

Note—92p.; With support from the Rhode Island Technical Assistance Project.

Available from—Rhode Island State Dept. of Education, 255 Westminster St., Providence, RI 02903; Tel: 401-222-4600; Web site: <http://www.ridoe.ri.net>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Accommodations (Disabilities), \*Attention Deficit Disorders, \*Clini-

cal Diagnosis, Disability Identification, Elementary Secondary Education, \*Eligibility, Evaluation Methods, \*Federal Legislation, Intervention, Referral, State Regulation, \*Student Characteristics, Student Evaluation

Identifiers—Rhode Island

This guide is designed to provide Rhode Island educators and families with information about appropriate interventions, recommended referral procedures, recommended diagnostic procedures, and legal issues regarding students with attention deficit disorders. It begins by answering frequently asked questions about attentional disorders and eligibility of students with attentional disorders for special education services. Student characteristics, the role of the regular education teachers, and the role of families are discussed; and definitions are provided. Chapter 2 lists 20 of the most common home and school related difficulties of students with attentional disorders and identifies some intervention strategies for each of the difficulties. Key points in designing intervention plans and specific intervention strategies for elementary and for secondary students are provided for the school and home environment. Chapter 3 describes referral and identification procedures for receiving special education services. The following chapter provides a framework for the comprehensive, multidisciplinary evaluation of attentional disorders. The final chapter discusses legal issues affecting decision making for students with attentional disorders by providing an overview of federal statutes and regulations affecting students with disabilities. Appendices include diagnostic criteria for attention deficit/hyperactivity disorder and additional resources. (Contains 42 references.) (CR)

**ED 454 674** **EC 308 478**

**Postsecondary Education and Employment for Students with Disabilities: Focus Group Discussions on Supports and Barriers in Life-long Learning.**

National Center for the Study of Postsecondary Educational Supports, Honolulu, HI.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—2000-00-00

Note—30p.; Sponsored by The Presidential Task Force on Employment of Adults with Disabilities, U.S. Department of Labor.

Available from—National Center for the Study of Postsecondary Educational Supports (NCSP-ES), University of Hawai'i at Manoa, 1776 University Ave. UA 4-6, Honolulu, HI 96822. Tel: 808-956-3975; Web site: <http://www.nrtc.hawaii.edu>.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), \*College Students, Cultural Differences, \*Disabilities, Employment, \*Family Influence, Focus Groups, Higher Education, Outcomes of Education, Peer Acceptance, Peer Relationship, \*Student Attitudes, \*Student Personnel Services

A study investigated the experiences and perceptions of incoming, current, and former students with disabilities regarding access to and participation in postsecondary programs, educational supports available and effective for students with disabilities, and how well postsecondary experiences prepare students with disabilities for employment. Ten focus groups of students with physical, sensory, cognitive, emotional, and learning disabilities participated in the study. Students came from different universities and from ethnic backgrounds that included African American, Native American, Native Alaskan, Pacific Islander, and Native Hawaiian. Findings indicate: (1) disability support providers are committed and supportive; (2) students long for a partnership between disability services on campus, university administration, and the students themselves; (3) disability policy at postsecondary institutions does not reflect practice, and students still need to fight for basic accommodations; (4) students feel their lives are micromanaged by support services; (5) peers often question the accommodations given to students with disabilities; (6)



students with disabilities are reluctant to self-disclose to faculty; (7) family plays an important and supportive role for students with disabilities, even though family can also be over protective; and (8) computers are important learning tools for students with disabilities. (Contains 27 references.) (CR)

**ED 454 675** EC 308 479  
**Individualized Education Plan (IEP).**

Tennessee State Dept. of Education, Nashville.  
Div. of Special Education.

Pub Date—2001-03-00

Note—60p.

Available from—Tennessee State Dept. of Education, Div. of Special Education, Andrew Johnson Tower, 6th Fl., 710 James Robertson Parkway, Nashville, TN 37243-0375; Tel: 615-741-2731; Web site: <http://www.state.tn.us>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—\*Disabilities, \*Documentation, Educational Planning, Elementary Secondary Education, \*Federal Legislation, \*Individualized Education Programs, \*Recordkeeping, Student Educational Objectives, Student Evaluation, \*Technical Writing

Identifiers—\*Individuals with Disabilities Education Act, Tennessee

This manual provides Tennessee educators with step by step procedures for completing Individualized Education Programs (IEPs) for students with disabilities. It begins by discussing the purpose of the IEP and providing an overview of federal law provisions governing IEPs. The following pages describe each provision of the IEP and list points to remember for each step of the process, suggested questions to answer, and examples of parent concerns. Provisions addressed include: demographic information, child's strengths, parent concerns, how the child's disability affects involvement and progress in the general curriculum, area assessment, present levels of performance, sources of information, vocational evaluation, consideration of special factors, transition services planning, documentation of other agency participation, documentation of student's preferences and interests, measuring annual goals and short-term instructional objectives, methods of evaluation, report of progress, supplementary aids/services and supports for the student, program modifications/supports for school personnel, regular program participation, state mandated tests, related services, student placement in the least restrictive environment, transportation, extended school year, IEP participants, informed parental consent, and IEP review. A sample IEP form is provided. (CR)

**ED 454 676** EC 308 480

Morgan, Ellen Klein, Cynthia

**The Dyslexic Adult in a Non-Dyslexic World.**

Report No.—ISBN-1-86156-207-1

Pub Date—2000-00-00

Note—219p.; Consultant in Dyslexia, Margaret Snowling, Published by Whurr Publishers Ltd.

Available from—Taylor & Francis Group, 7625 Empire Drive, Florence, KY 41042 (\$33.95). Tel: 800-634-7064 (Toll Free).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Adults, Attitudes toward Disabilities, Behavior Patterns, Case Studies, Clinical Diagnosis, Cognitive Processes, Cognitive Style, \*Coping, \*Dyslexia, \*Employment, Genetics, Life Events, \*Self Concept, \*Symptoms (Individual Disorders), \*Work Environment

This book offers a comprehensive look at the world of adults with dyslexia based on their personal experiences and perspectives. Aimed at teachers, employers, career advisers, counselors, and others who work with, support, or live with dyslexic adults, the book uses case studies and adult "voices" to illuminate issues affecting adults with dyslexia coping with the demands of a non-dyslexic world. The book examines the dyslexic cognitive style as a central influence on individuals' personal, educational, and work lives and explores the liberating effect of diagnosis and the insights it brings to

adults with dyslexia, as well as discussing key issues in diagnosing adults. The text suggests strategies and creative solutions and stresses the importance of capitalizing on the strengths of adults with dyslexia. Finally, it takes a look into the future, suggesting that changes in the 21st century may alter both perceptions of dyslexia and opportunities for adults with dyslexia, and encourages the non-dyslexic world to value the creative contributions which adults with dyslexia can make. (Contains approximately 125 references.) (CR)

**ED 454 677** EC 308 481

Bartlett, Diana Moody, Sylvia

**Dyslexia in the Workplace.**

Report No.—ISBN-1-86156-172-5

Pub Date—2000-00-00

Note—218p.; Consultant in Dyslexia, Margaret Snowling, Published by Whurr Publishers Ltd.

Available from—Taylor & Francis Group, 7625 Empire Dr., Florence, KY 41042 (\$34.95). Tel: 800-634-7064 (Toll Free); Fax: 800-248-4724 (Toll Free); Web site: <http://www.taylorandfrancis.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Adults, Case Studies, Civil Rights Legislation, \*Clinical Diagnosis, Disability Discrimination, \*Dyslexia, \*Emotional Problems, \*Employer Employee Relationship, \*Employment, Evaluation Methods, Reading Strategies, Speech Skills, Symptoms (Individual Disorders), \*Work Environment, Writing Strategies

Identifiers—\*Dyspraxia, Great Britain

This book is designed for both adults with dyslexia and for professionals concerned with helping them, such as psychologists, tutors, therapists, researchers, disability advisors, and welfare officers. It also offers advice to employers on how to help staff with dyslexia. The text covers the nature of dyslexic difficulties and their effects, both practical and emotional. Dyspraxic difficulties are also discussed. Assessment tests are described and reviewed, and recent research is summarized. Detailed advice is given on tackling the difficulties encountered by adults with dyslexia, including work organizations and effective work methods, reading and writing for work purposes, memory skills, oral presentation and interaction, and dealing with the emotions associated with dyslexia. Finally, guidance is given on the British Disability Discrimination Act, and sources of information and help are listed. Throughout the book, there are numerous case studies designed to capture the immediate experiences of people with dyslexia at work. Appendices include a dyslexia checklist, a dyspraxia checklist, a basic relaxation exercise, and visualization exercises for relaxation. (Contains 36 references.) (CR)

**ED 454 678** EC 308 482

McCoach, D. Betsy Siegle, Del

**Why Try? Factors that Differentiate Under-achieving Gifted Students from High Achieving Gifted Students.**

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-04-00

Contract—R206R50001

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Academically Gifted, Data Analysis, Data Interpretation, Evaluation Methods, High Schools, \*Performance Factors, \*School Attitudes, \*Self Concept, Self Management, \*Student Attitudes, Student Characteristics, Student Motivation, \*Underachievement

This report discusses the outcomes of a study that investigated the relationship between student scores on the five sub-scales of the School Attitude Assessment Survey-Revised (SAAS-R) and the academic achievement of known groups of gifted

achievers and gifted underachievers. The study examined whether gifted achievers and gifted underachievers differ in their attitudes toward school, attitudes toward teachers, goal-valuation, motivation, and general academic self-perceptions. An additional goal of this study was to attempt to predict the students' group membership as either gifted achievers or gifted underachievers with at least 80 percent accuracy using logistic regression techniques. The sample included 122 gifted achievers and 56 gifted underachievers from 28 high schools nationwide. The study proved the mean differences between the gifted achievers' and gifted underachievers' attitudes toward teachers, attitudes toward school, goal-valuation, and motivation to be statistically significant. The academic self-perception factor, however, was not statistically significant in the study. The effect sizes for these differences ranged from  $d=.46$  (for the academic self-perception factor) to  $d=.37$  (for the motivation factor). Using logistic regression analyses techniques, the researchers were able to conclude that 81.8 percent of the students in the study sample were accurately classified as either gifted achievers or gifted underachievers in respect to the goal-valuation and motivation factors. (Contains 39 references and 3 tables.) (CR)

**ED 454 679** EC 308 483

**National Survey of Educational Support Provision to Students with Disabilities in Postsecondary Education Settings. A Technical Report June 2000.**

National Center for the Study of Postsecondary Educational Supports, Honolulu, HI.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—2000-06-00

Contract—H133B980043

Note—144p.

Available from—National Center for the Study of Postsecondary Educational Supports (NCSPE), University of Hawai'i at Manoa, 1776 University Ave. UA 4-6, Honolulu, HI 96822 Tel: 808-956-3975; Web site: <http://www.nrtc.hawaii.edu>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), Assistive Devices (for Disabled), \*Career Counseling, \*Counseling Services, Data Analysis, \*Disabilities, Job Placement, National Surveys, Postsecondary Education, Program Design, \*Student Personnel Services, Transportation, Vocational Evaluation

Identifiers—\*Testing Accommodations (Disabilities)

This technical report provides an overview and profile of the provision of educational supports and accommodations to students with disabilities in postsecondary programs across the United States. It is based on an analysis of a national survey conducted by the National Center for the Study of Postsecondary Educational Supports at the University of Hawai'i at Manoa. The sample includes 422 public disability support coordinators (DSCs) working in postsecondary institutions and 193 DSCs from private institutions. Of the sample, 246 DSCs were from two-year or less than two-year institutions and 369 were from four-year institutions. Findings from the survey indicate: (1) students with disabilities have reasonable access to personal counseling and supports in the majority of postsecondary institutions; (2) disability support programs were well prepared to offer testing accommodations; (3) career/vocational assessment and counseling was commonly offered on campuses; (4) job placement services were offered at more than 50 percent of institutions; (5) half of the institutions offered learning center laboratory services on a consistent basis; (6) less than 50 percent of institutions offered disability specific assessments or accessible transportation on campus; (7) disability specific scholarships were not often offered; and (8) assistive technology evaluations were rarely offered. (CR)

**ED 454 680** **EC 308 488**

Hutinger, Patricia Clark, Letha Johanson, Joyce

**Technology in Early Childhood: Planning and Learning about Community Environments (TEChPLACES). Final Report.**

Western Illinois Univ., Macomb. Center for Best Practices in Early Childhood.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—2001-06-01

Contract—H180T70065

Note—76p.

Available from—Center for Best Practices in Early Childhood, Western Illinois University, Macomb, IL 61455; Tel: 309-298-1634; Fax: 309-298-2305; e-mail: pl-hutinger@wiu.edu.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Computer Literacy, Computer Mediated Communication, \*Disabilities, Early Childhood Education, Educational Strategies, Electronic Mail, Internet, Language Acquisition, \*Program Design, \*Program Effectiveness, Rural Schools, \*Teaching Methods, Vocabulary Development, \*World Wide Web Identifiers—Illinois

This final report discusses the outcomes of a 2-year project designed to provide an innovative tool process and a state-of-the-art instructional environment for children from 3 through 8 years of age with a wide range of disabilities across ages, classrooms, and locations as they constructed their own communities and participated in building a cooperative community on an Internet site. The TEChPLACES technology-based learning environment provided a potent learning tool that taught children and teachers to use communication technology as they learned about the varied content that comprises communities. TEChPLACES involved collaboration among Macomb Projects at Western Illinois University, and teachers and children from four rural school districts (a preschool for children with disabilities, two inclusive kindergarten classrooms, and an inclusive first grade classroom). Through participation in the project, teachers gained confidence in the use of technology and familiarity with the Internet and Web construction applications. Teaching styles evolved into a more child-directed approach, and teachers used questioning techniques to guide children's thinking. Children demonstrated gains in language development and became fluent in the vocabulary associated with technology, development of Web pages, and visiting Web sites. They developed higher level thinking skills and wrote and sent e-mail messages. (Contains 37 references.) (CR)

**ED 454 681** **EC 308 489**

Krentz, Jane Thurlow, Martha Callender, Stacy

**Accountability Systems and Counting Students with Disabilities. Technical Report.**

National Center on Educational Outcomes, Minneapolis, MN.; Council of Chief State School Officers, Washington, DC.; National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Report No. —NCEO-SR-29

Pub Date—2000-12-00

Contract—H326G000001

Note—72p.

Available from—National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Rd., Minneapolis, MN 55455 (\$20). Tel: 612-624-8561; Fax: 612-624-0879; Web site: <http://www.coled.umn.edu/NCEO>.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Academic Standards, \*Accountability, \*Disabilities, \*Educational Assessment, Elementary Secondary Education, Sanctions, \*State Programs, \*Student Participation, World Wide Web

This study examined the extent to which students with disabilities are included in accountability systems in states in which there are high stakes for educational systems. Conducted through a World Wide

Web search of states' education Web sites and direct links to their Web sites, the study examined the indicators on which states collect information as well as the consequences provided by the states. Of the 280 indicators listed for these states according to the Educational Commission of the States (ECS), the study was able to find documentation of 178 of them on the states' Web sites or direct links. Furthermore, an additional 216 indicators not identified by the ECS were located. The study found that it was difficult to determine the extent to which any of these indicators were used in making determinations for consequences. Most often, assessment scores served as the only indicator used for making this determination. The study found that although students with disabilities may be included in assessment, their scores may not be included in the accountability system, and most states did not specify whether students with disabilities were included when defining the indicators used. (Contains 10 references.) (CR)

**ED 454 682** **EC 308 490**

Thompson, Sandra J. Thurlow, Martha L. Quenemoen, Rachel F. Esler, Amy Wheatstone, Patti

**Addressing Standards and Assessments on State IEP Forms. Synthesis Report.**

National Center on Educational Outcomes, Minneapolis, MN.; Council of Chief State School Officers, Washington, DC.; National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Report No. —NCEO-SR-38

Pub Date—2001-04-00

Contract—H159C950004

Note—43p.

Available from—National Center on Educational Outcomes, University of Minnesota, 350 Elliott Hall, 75 East River Rd., Minneapolis, MN 55455 (\$10). Tel: 612-624-8561; Fax: 612-624-0879; Web site: <http://www.coled.umn.edu/NCEO>.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Standards, Accountability, \*Disabilities, Documentation, \*Educational Assessment, Elementary Secondary Education, \*Individualized Education Programs, State Programs, \*Student Participation

A study examined state Individualized Education Program (IEP) forms to determine the extent to which they include documentation of standards and assessments. All 50 states were asked to send their IEP Forms and to indicate whether they were required, recommended, or simply sample forms. Out of the 41 states with IEP forms, only 5 states specifically addressed educational standards on their forms and 31 states addressed the general curriculum on their IEP forms. IEP forms in 30 states listed three or more options for assessment participation. The following recommendations for IEP forms are provided: (1) whenever access to the general curriculum is mentioned, add the reason from the Individuals with Disabilities Education Act, "so that he or she can meet the educational standards that apply to all children"; (2) offer statewide training, ongoing technical assistance, and easily accessible information about standards-based IEPs; (3) develop clear, accessible, and effective participation decision-making processes for IEP teams; (4) include "alternate assessment" on the list of assessment participation options; (5) specify important implications of assessment decisions on the IEP form; (6) post state IEP forms in easily accessible locations on state education agency Web sites; (7) clearly label IEP forms as sample, recommended, or required; and (8) give IEP teams time to make thoughtful decisions. Appendices include a list of state IEP forms references to standards and assessment. (CR)

**ED 454 683** **EC 308 597**

Hebbeler, Kathy, Ed.

**Improving the Quality of Early Intervention Personnel by Enhancing Faculty Expertise: Findings and Recommendations of the Re-****gional Faculty Institutes. Executive Summary.**

National Early Childhood Technical Assistance System, Chapel Hill, NC.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—1997-00-00

Note—20p.

Available from—Frank Porter Graham Child Development Center Publications Office, University of North Carolina at Chapel Hill, Sheryl-Mar Bldg., CB #8185, Chapel Hill, NC 27599-8185; Tel: 919-966-4221; Fax: 919-966-0862; E-mail: [publications@mail.fpg.unc.edu](mailto:publications@mail.fpg.unc.edu); Web site: <http://www.fpg.unc.edu/Publications>; for copies contact NECTAS.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Agency Cooperation, Coordination,

\*Demonstration Programs, \*Disabilities, Early Childhood Education, \*Early Intervention, Faculty Development, Family Programs, Individualized Family Service Plans, \*Inservice Education, \*Instructional Innovation, Preschool Education, \*Staff Development Identifiers—Individuals with Disabilities Education Act, \*Individuals with Disabilities Education Act Part C

In 1992, the Office of Special Education Programs (OSEP) funded four projects for a three-year period to increase the participation of higher education faculty in inservice training for personnel in early intervention. These projects included: the Southeastern Institute for Faculty Training (SIFT), the Northeastern Early Intervention Faculty Training Institute, the Midwestern Consortium for Faculty Development (MCFD), and the Western Region Faculty Institute for Training (WRFIT). The projects were required to enhance faculty expertise through the utilization of state-of-the-art information related to the Individuals with Disabilities Education Act (IDEA) and innovative training resources. They were required to develop and evaluate curricula for use by faculty members, and these curricula were required to include discipline specific as well as multidisciplinary content related to Individualized Family Service Plans (IFSPs), service coordination, family-focused intervention, collaboration, and other relevant topics in early education. Each of the projects served a specific region of the country and each developed a unique model. This executive summary describes the projects, their accomplishments, and lessons learned. Lists of products for each project are included. (SG)

**EF****ED 454 684** **EF 005 320****U.S. Department of Education Guidance on the Qualified Zone Academy Bonds (Section 226 of the Taxpayer's Relief Act of 1997, Section 1397E of the Internal Revenue Code).**

Department of Education, Washington, DC.

Pub Date—1998-05-15

Note—8p.

Available from—For full text: <http://www.ed.gov/offices/OVAE/qzabfin.html>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Educational Facilities Improvement, \*Financial Support, Guidelines, \*Public Schools, \*School Business Relationship Identifiers—\*Qualified Zone Academy Bonds

Beginning in 1998, state and local governments can issue Qualified Zone Academy Bonds (QZABs) to raise funds for use of a Qualified Zone Academy. Banks and other lending institutions can receive tax credit as an incentive to hold these bonds. This document provides guidance on how states, school districts, and schools can link to QZABs and how other Federal education programs may support innovative school partnerships. It offers suggestions that allow for creative partnerships between a school and a business and presents examples of ways school/business partnerships and QZABs could work. (GR)

ED 454 685 EF 005 332

Riley, Richard W.

**Full Service School-Community Collaboration Conference. Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.**

Department of Education, Washington, DC.

Pub Date—1999-03-26

Note—5p.

Available from—For full text: <http://ed.gov/Speeches/03-1999>

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Educational Environment, \*Educational Facilities Improvement, \*Educational Finance, Elementary Secondary Education, \*Government School Relationship, Public Schools, \*School Community Relationship, \*Urban Schools

Richard W. Riley, Secretary of Education, provides his remarks concerning today's big-city schools and the new hopeful realism that is being created through building more community partnerships that want to turn low-performing schools around. The Secretary discusses the government's role in school construction and the need to increase after-school programs and community-school relationships. Concluding comments address government efforts in funding school improvement initiatives; undertaking community-wide approaches to preventing violence, decreasing drug use, and giving students healthier options about how to live their lives; and decreasing drop-out rates. (GR)

ED 454 686 EF 005 333

**National Symposium on School Design: Schools as Centers of Community (October 4-5, 1998).**

Department of Education, Washington, DC.; White House Millennium Council, Washington, DC.

Pub Date—1998-10-00

Note—7p.

Available from—For full text: <http://ed.gov/initiatives/construction/schools.html>

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Educational Facilities Design, \*Educational Facilities Improvement, Elementary Secondary Education, Public Schools

The National Symposium on School Design presents nine examples of creative solutions in school design and modernization. Each entry provides a description of the model school, a list of principle decision makers and architects involved, and contact information. (GR)

ED 454 687 EF 005 951

**Designs for Learning: 55 Exemplary Educational Facilities. Education and Skills.**

Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.

Report No.—ISBN-92-64-18613-1

Pub Date—2001-00-00

Note—171p.

Available from—OECD Publications, 2 rue Andre-Pascal, 75775 Paris, France. Web site: <http://www.oecd.org>

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational Environment, \*Educational Facilities Design, Educational Facilities Improvement, Elementary Secondary Education, Public Schools

Identifiers—Facility Management

This document examines 55 educational facilities throughout the world whose quality designs were deemed instrumental in providing an environment for a quality educational process to emerge. Each entry provides facility statistics such as number of students, the facility's age and type, and name of the architectural firm responsible for its design. Included are several photos, floor plans (where available), and a brief description of the school. The book is divided into designs for improving existing

facilities, schools of the future, tertiary facilities, and designs whose innovative approaches can aid facility management. Appendices contain information on the basic education program for schools of Turkey (this project did not meet the criteria for inclusion in the main section of this publication but, according to a note, was deemed worthy of inclusion), an address list of schools featured, and an address list of the architectural firms. (GR)

ED 454 688 EF 005 952

Hassel, Bryan Page, Barbara

**Charter School Facilities: Report from a National Survey of Charter Schools.**

Charter Friends National Network, St. Paul, MN. Pub Date—2001-04-00

Note—17p.; In cooperation with Ksixteen, New York, NY. Compiled by Public Impact, Charlotte, N.C.

Available from—For full text: <http://www.charter-friends.org/facilities-survey.pdf>

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Charter Schools, Data Collection, Educational Facilities Improvement, \*Educational Facilities Planning, \*Educational Finance, Elementary Secondary Education, \*Enrollment, Expenditure per Student, \*Operating Expenses, Public Schools, \*School Expansion, Shared Facilities

This report presents survey findings about the U.S. charter school system that were collected from 280 schools in 19 states with over 80,000 students. The two-part report examines the responses to a short list of questions about facility costs and growth plans, and it explores information provided by a subset of schools (118 institutions) that completed longer survey instruments covering a wider range of questions about schools' facilities experiences and challenges. Among the findings are that the majority of charter schools in the survey lease their facilities, that fewer than one in seven charter schools receive "free" facilities, and that the average cost for facilities is \$191,553 or \$690 per student. The study also found that charter school challenges may become more acute in coming years due to planned growth, that nearly six out of 10 responders indicated plans to expand their facilities, and that the average plan is for an increase in enrollment of 63 percent or higher. The report further details the types of facilities used by charter schools; facility ownership, size, and space sharing; experience of obtaining financing; and the limitations and challenges arising from facilities issues. An appendix contains information on how the data for the report was collected. (GR)

ED 454 689 EF 005 953

Dorsey, Judy L'Esperance, Clare

**Sustainable Design Guidelines for the Construction of New Facilities and the Renovation of Existing Structures.**

Poudre School District R-1, Ft. Collins, CO.

Pub Date—2000-06-00

Note—65p.; Research forms in appendix are not available from ERIC. Produced by the Brendle Group, Inc. Published by Poudre School District, Facility Services and Planning, Design, and Construction Series.

Available from—For full text: <http://www.psd.k12.co.us/district/construction/Resources/resources.html>

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Case Studies, \*Educational Facilities Design, Elementary Secondary Education, \*Guidelines, Public Schools, School Effectiveness, \*Sustainable Development

Identifiers—\*Poudre School District CO

This guide summarizes research conducted at Colorado's Poudre School District (PSD) to develop guidelines for the desired performance outcomes from employing sustainable educational facility design, and it suggests approaches for attaining them. The guide also provides case studies and references to further investigate opportunities on specific projects. Chapters cover the basic tenets of

sustainable design, the PSD's philosophy regarding sustainable design, the strategies for how PSD will integrate sustainable design into procurement and project management practices, 11 key features of sustainable schools, and the resources available to help with designing sustainable schools. An appendix contains samples of the research forms. (GR)

ED 454 690 EF 005 954

Zimmerman, Robert S., Jr.

**Indoor Air Quality Guidelines for Pennsylvania Schools.**

Pennsylvania State Dept. of Health, Harrisburg.

Pub Date—1999-08-00

Note—17p.

Available from—For full text: <http://www.health.state.pa.us/hpa/schoolair.htm>

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Air Pollution, Elementary Secondary Education, \*Guidelines, \*Planning, \*Prevention, Public Schools

Identifiers—\*Indoor Air Quality, \*Pennsylvania

This report provides information and practical guidance on how to prevent indoor air quality (IAQ) problems in schools, and it describes how to implement a practical plan of action using a minimal amount of resources. It includes general guidelines to prevent or help resolve IAQ problems, guidelines on specific indoor contaminants, recommendations on IAQ management approaches, recommendations on seeking professional assistance, and selected resources and references. Indoor air contaminants discussed include carbon monoxide, carbon dioxide, pesticides, radon, mercury, as well as biological agents such as volatile organic compounds and lead. (GR)

ED 454 691 EF 005 955

**Operational Guidelines for Grounds Management.**

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.; National Recreation and Park Association, Arlington, VA.; Professional Grounds Management Society, Baltimore, MD.

Spons Agency—American Public Works Association, Kansas City, MO.

Report No.—ISBN-1-890956-20-1

Pub Date—2001-00-00

Note—159p.; With assistance and support from the American Public Works Association.

Available from—Association of Higher Education Facilities Officers, 1643 Prince St., Alexandria, VA 22314-2818 (APPA members, \$75; nonmembers, \$125). Tel: 703-684-1446; Web site: <http://www.appa.org>

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Elementary Secondary Education, \*Guidelines, \*Landscaping, Personnel Management, \*Planning, Public Schools, School Maintenance, \*Turf Management

Identifiers—Outsourcing

This book offers guidelines intended to help both new and experienced grounds managers create operational and staffing-level plans that can be the basis of discussion with all grounds management stakeholders. In its various chapters, the book: (1) explains the differences between zone and broadcast maintenance practices that are essential to plan development and implementation; (2) discusses five different levels of maintenance, each tailored to meet the expectations of stakeholders; (3) covers issues to consider when deciding whether to outsource all or part of the grounds maintenance function; (4) explains the importance of position descriptions and highlights trends in such descriptions to be found in the employment market today; and (5) details how to develop a benchmarking profile for a site. The book also examines environmental issues and laws that affect the legality of grounds maintenance operations. Appendices contain a glossary of terms, information on grounds management software, techniques for making an inventory of outdoor landscape areas, sample position descriptions, a publications directory, a list of professional organizations and associations, and a list



of Cooperative Extension Service State Information specialists. (Contains 70 references.) (GR)

**ED 454 692** EF 005 959

*Sandham, Jessica L. Richard, Alan Johnston, Robert C.*

**Building a New Role: States and School Facilities.**

Pub Date—2001-06-00

Note—42p.

Available from—For full text: <http://www.ed-week.org/sreports/construction.htm>.

Pub Type—Collected Works - General (020) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Facilities Improvement, Elementary Secondary Education, \*Financial Support, Modernization, Public Schools, School Construction, \*State Aid, \*State School District Relationship

This report presents articles that explore the changing role of the states in addressing the nation's need to build and modernize its public schools. The article, "Doling Out Facilities Aid Proves Tricky," explains how some states have learned that securing funds is only one part of helping districts pay for construction. "Some States Help Charter Schools Put a Roof Overhead" discusses charter school facility funding. "Town and Country" explores why urban and rural communities are going to court in search of more help from their states in constructing and upgrading schools. "Out in the Cold" discusses how Alaskan state leaders have been court ordered to improve the condition of schools in the state's far-flung rural villages. "Urban Renewal" examines how, after a lengthy court battle, New Jersey's cities are on the brink of receiving a multibillion-dollar infusion of state aid to improve their school buildings. "Capitol Expenditures" shows how more states are abandoning their traditionally hands-off approach to helping districts build and upgrade schools because of litigation over inequities, increasing enrollments, and evolving educational demands. Finally, "Side-by-Side States Are Far Apart in Funding for Facilities" discusses Washington state's leading role in helping fund school construction and renovation while Idaho leaves these issues for the school districts to handle. (GR)

**ED 454 693** EF 005 960

*Ryan, Matt Schwartz, Chris*

**The Good, the Bad, and the Ugly: An Analysis of the Chicago Public Schools' Capital Improvement Plan.**

Neighborhood Capital Budget Group, Chicago, IL.

Pub Date—2001-00-00

Note—54p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Capital Outlay (for Fixed Assets), Crowding, \*Educational Facilities Improvement, Elementary Secondary Education, \*Public Schools, \*School Construction

Identifiers—\*Capital Investment Needs, \*Chicago Public Schools IL

This report examines the Chicago Public School System's need for capital improvement, and it highlights action plans for the future. The report reveals that many planned school improvements projects are unfunded and that there is about \$229 million worth of projects that no longer appear in the city's capital improvements plan. Overcrowding remains a persistent and unresolved problem, and there has been no clear plan for integrating educational technology. The Chicago public school system alone has \$2.5 billion in unfunded capital needs for its schools, but funds allotted for statewide capital needs are rapidly disappearing, and federal assistance in local school construction and repair needs is in jeopardy. It is recommended that, to ensure that the Capital Improvement Program is as fair and efficient as possible, the Chicago Public Schools should release the building assessments for each school facility and make public its demographic predictions for enrollment growth. Appendices contain highlights of capital programs in other major midwestern cities and a summary of Chicago's Teachers' Pension Fund Proposal. (GR)

**ED 454 694** EF 005 961

**Replace or Modernize? The Future of the District of Columbia's Endangered Old and Historic Public Schools.**

Twenty-First Century School Fund, Washington, DC.

Pub Date—2001-05-00

Note—144p.; Written and compiled by Mary Filardo and the staff of the 21st Century School Fund.

Available from—Twenty-First Century School Fund, 2814 Adams Mill Road, NW, Washington, DC 20009. Tel: 202-745-3745; Fax: 202-745-1713; e-mail: [info@21csf.org](mailto:info@21csf.org); Web site: <http://www.21csf.org>.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Decision Making, \*Educational Environment, \*Educational Facilities Design, \*Educational Facilities Planning, Elementary Secondary Education, \*Modernization, \*Public Schools, School Surveys

Identifiers—Building Evaluation, \*District of Columbia Public Schools

This report addresses the decision-making process for replacing or modernizing the District of Columbia Public Schools (DCPS) as proposed in the DCPS facility master plan. The three-section document discusses old and historic schools and their future; the schools' historical and architectural value; cost of replacement and modernization; design, materials; and the environmental impact of school replacement. The first section explores issues related to the modernization or replacement of old and historic schools and factors that should be considered in the District. The second section presents a history of the DCPS since its founding under the administration of School Board President Thomas Jefferson through the start of World War II. The third section provides detailed school-by-school surveys of the historical and architectural details of public schools built in the District before 1945, including address, school size, site size, the architect involved, architectural style, design date, dates of construction, past alterations, and additions. (GR)

**ED 454 695** EF 005 962

*Sannwald, William W*

**Checklist of Library Building Design Considerations. Fourth Edition.**

American Library Association, Chicago, IL.

Report No.—ISBN-0-8389-3506-0

Pub Date—2001-00-00

Note—183p.; "For the Architecture of Public Libraries Committee, LAMA [Library Administration and Management Association] Buildings and Equipment Section."

Available from—American Library Association, 50 East Huron St., Chicago, IL 60611 (\$38). Tel: 800-545-2433 (Toll Free).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Check Lists, \*Facility Planning, \*Facility Requirements, Interior Space, \*School Libraries

Identifiers—Americans with Disabilities Act 1990

This checklist serves as a guide during various stages of a library design process to help ensure that all needed spaces and functions are included, to help enable the evaluation of existing library spaces as part of a library's needs assessment process, and to help provide data and support to the library in presentations that might be made to governing authorities and stakeholder groups. Specific areas covered include the building planning and architecture; library site selection; general exterior considerations; interior organization of library buildings; compliance with Americans with Disabilities Act accessibility guidelines; telecommunications, electrical, and miscellaneous equipment; interior design and finishes; book stacks and shelving; building systems; safety and security; maintenance of library building and property; building occupancy and post-occupancy evaluation; and ground-breaking and dedication ceremonies. (Contains 87 references.) (GR)

**ED 454 696** EF 005 963

**Land Acquisition Practices of the Miami-Dade County School District. Special Review.**

Florida State Legislature, Tallahassee. Office of Program Policy Analysis and Government Accountability.

Report No.—OPPGA-R-01-26

Pub Date—2001-05-00

Note—72p.; Review conducted by Curtis Baynes and John Hughes.

Available from—OPPGA Report Production, 111 W. Madison St., Tallahassee, FL 32399-1475. Tel: 850-488-0021; Tel: 800-531-2477 (Toll Free); Fax: 850-487-3804.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Educational Facilities Planning, Elementary Secondary Education, \*Land Acquisition, \*Policy Analysis, Public Schools, School District Spending, School District Wealth, School Location

Identifiers—\*Miami Dade County Public Schools FL

This review, requested by the Florida Legislature, answers six questions about Miami-Dade County School District's land acquisition practices. The six questions are: (1) Does the district effectively identify its facility needs and plan for those needs? (2) Does the district acquire the land it needs? (3) Has the district adopted land acquisition processes needed to ensure that it acquires land at reasonable prices? (4) Does the district construct cost-effective facilities? (5) Can the need for construction be limited by more efficient use of existing facilities? (6) Can the district raise extra local revenue to support its construction program? The review's findings indicate that, while the district is generally effective in identifying its facility needs, it has not acquired the land it needed because it often did not use the five-year construction plan to guide its acquisitions, nor has it established procedures to help ensure it pays reasonable land prices. The findings conclude that the district is capable of raising adequate funds for new facilities and land without raising taxes or obtaining additional state funding. Appendices contain information on: (1) 16 new schools that were delayed because of problems with site acquisition; (2) construction project budgetary data; (3) six new schools that may be eligible for school infrastructure grant awards; (4) Miami-Dade County policy options that could enable the district to increase use of existing facilities; (5) fiscal resources available to the county to help it fund its facility needs; (6) the history of land acquisition for Ferguson High School; (7) the questions raised by the Senate Appropriations Education Subcommittee; (8) the district's response; and (9) current land acquisition practices. (GR)

**ED 454 697** EF 005 964

*Dober, Richard P.*

**Campus Architecture: Building in the Groves of Academe.**

Report No.—ISBN-0-07-017185-8

Pub Date—1996-00-00

Note—258p.

Available from—McGraw-Hill, P.O. Box 548, Blacklick, OH 43004-0548 (\$69.95). Tel: 800-262-4729 (Toll Free).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*College Buildings, \*Educational Facilities Design, \*Educational Facilities Planning, Guidelines, Higher Education, \*Landscaping

This book describes, defines, and documents campus architectural designs, covering all aspects of campus building and landscape planning in light of today's new challenges—from the updating and revitalization of the existing architectural heritage to the kinds of innovative new buildings required to meet today's and tomorrow's academic needs. The book's subjects include how computerized libraries, changing physical education and recreational needs, and new alternative campus housing affect design; techniques of design rehabilitation, repair, and renovation of existing campuses; design strategies for instructional buildings, research facilities,

libraries and information centers, sports facilities, and campus housing; advice for integrating environmental, conservation, and aesthetic considerations within the same project; and how to provide long-term durability and economy in operations and meet project and construction budget targets. Further, the book presents fully illustrated case studies of the best in recent campus designs and redesigns, along with in-depth analyses of why these facilities work so well and how they achieve their goals. (Contains 41 references.) (GR)

**ED 454 698** EF 005 972

*Duke, Daniel L. Trautvetter, Sara*  
**Reducing the Negative Effects of Large Schools.**

National Clearinghouse for Educational Facilities, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-03-00

Note—11p.

Available from—For full text: <http://www.edfacilities.org/ir/rpubs.html>. National Clearinghouse for Educational Facilities, 1090 Vermont Ave., N.W., Suite 700, Washington, DC 20005-4905. Tel: 888-552-0624 (Toll Free).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Facilities Improvement, \*Educational Facilities Planning, Elementary Secondary Education, Public Schools, \*School Size

Identifiers—\*Downsizing

This report presents an overview of recent efforts to promote small schools by first reviewing the rationale for small schools based on recent studies linking school size and various educational outcomes, followed by arguments supporting larger schools. Succeeding sections explore the following four ways to reduce the negative effects of school size: build smaller schools; utilize satellite facilities; reallocate space in existing schools; and redesign and renovate existing schools. Focusing on the third and fourth options, the report identifies a variety of ways in which large schools are being downsized. A brief description of one such project is provided, followed by a discussion of design issues related to the subdivision of large schools into smaller units. (Contains 23 references.) (GR)

**ED 454 699** EF 005 988

*Abend, Allen C.*

**Planning and Designing for Students with Disabilities.**

National Clearinghouse for Educational Facilities, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-06-00

Note—7p.

Available from—For full text: <http://www.edfacilities.org/ir/rpubs.html>. National Clearinghouse for Educational Facilities, 1090 Vermont Ave., N.W., Suite 700, Washington, DC 20005-4905. Tel: 888-552-0624 (Toll Free).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Accessibility (for Disabled), \*Educational Facilities Design, Educational Facilities Planning, \*Educational Legislation, Elementary Secondary Education, \*Facility Guidelines, Public Schools, \*Special Needs Students, Student School Relationship

This report presents the laws, regulations, and design requirements needed for educational facilities to meet the challenge of educating students with disabilities. A list of planning and design principles to be considered when building or renovating school facilities is offered that includes creating versatile classroom spaces, minimizing travel distances, integrating general and special education programs, fostering parental involvement, maintaining student dignity, and providing the least restrictive environment for disabled students. Final comments address future design and planning challenges involving outdoor play areas, natural environment study areas, classroom acoustics, building

security, classroom design, and indoor air quality. (Contains 12 references.) (GR)

## FL

**ED 454 700**

*Tshiangale, Mupemba Wa*

**Corps de la Paix Madagascar Livre du Stage. Langue: Malagasy Offisialy (Peace Corps Madagascar Volunteer Manual. Language: Official Malagasy).**

Peace Corps, Antananarivo (Madagascar).

Pub Date—1996-05-00

Note—178p.

Language—English, French, Malagasy

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Contrastive Linguistics, Cultural Awareness, \*Daily Living Skills, Dialogs (Language), Family (Sociological Unit), Food, \*Grammar, Health, Housing, Hygiene, Interpersonal Communication, \*Language Patterns, \*Language Skills, \*Malagasy, Phonology, Second Language Instruction, Second Language Learning, Skill Development, Standard Spoken Usage, Transportation, Uncommonly Taught Languages, \*Vocabulary Development, Weather, Work Environment

Identifiers—\*Peace Corps

This manual for Malagasy is designed for the specific language instruction needs of Peace Corps personnel working in Madagascar. It is written primarily in English and Malagasy, with introductory sections in French. It consists of 29 topical lessons, each geared to a specific domain and competency and containing information on needed materials, warm-up exercises, notes on classroom presentation, cultural information, exercises, a brief dialogue, new vocabulary, and exercises on cultural content, grammar, vocabulary, and conversational skills. Lesson topics include: personal identification and greetings, food, market shopping, time, calendars, giving and understanding directions, social relationships, daily activities, seasons, health matters, work environment, transportation, and safety and security. A summary chart of domains, competencies, and related vocabulary, grammar, and language functions for the lessons is included. (MSE)

**ED 454 701**

*Craig, Dorothy Valcarcel*

**Building a "Working" Theory of Second Language Acquisition: For Classroom and ESL Teachers.**

Pub Date—2001-00-00

Note—13p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Style, \*Communicative Competence (Languages), \*English (Second Language), Inservice Teacher Education, \*Language Acquisition, \*Learning Theories, \*Linguistic Theory, Linguistics, Multiple Intelligences, Second Language Instruction, Second Language Learning, Teaching Methods

This paper offers a collection of educational tools for those educators looking for a practical theory of second language acquisition. Educators working with English as a second language (ESL) learners should consider the following factors in trying to develop a working theory: (1) an understanding of what language is, classroom learning, the teaching process, and linguistic contrasts; (2) knowledge and understanding of first language acquisition and all that it entails; (3) awareness of the differences between first language acquisition and second language acquisition; (4) general principles of human intelligence and how it affects or relates to learning, knowledge, awareness, and appreciation of the variation among cognitive styles and personalities of the learners; (5) the importance of culture and learning; and (6) the importance of communicative competence in the learning process. Research indicates that classroom approaches are more successful when they enhance a teacher's knowledge and

repertoire rather than try to dramatically alter them. The dynamic process of second language learning requires a working theory that is eclectic and ever-changing in order to meet the needs of the student and capitalize on the strengths of the teacher and promote language learning success. (Contains 20 references.) (KFT)

**ED 454 702**

*Brustad, Kristen E.*

**The Syntax of Spoken Arabic: A Comparative Study of Moroccan, Egyptian, Syrian, and Kuwaiti Dialects.**

Report No.—ISBN-0-87840-789-8

Pub Date—2000-00-00

Note—459p.

Available from—Georgetown University Press, P.O. Box 50370, Baltimore, MD 21211-4370. Tel: 800-537-5487 (U.S.); Tel: 410-516-6995; Fax: 410-516-6998.

Pub Type—Books (010) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—\*Arabic, \*Dialects, Discourse Analysis, Foreign Countries, Grammar, Language Typology, Pragmatics, Second Language Instruction, \*Second Language Learning, \*Syntax, Uncommonly Taught Languages

Identifiers—Egypt, Kuwait, Morocco, Syria

This book is a comparative study of the syntax of Arabic dialects based on natural language data recorded in Morocco, Egypt, Syria, and Kuwait. These four dialect regions are distinct and geographically diverse and representative of four distinct dialect groups. The analytical approach of the book is both functional and descriptive, combining insights from discourse analysis, language typology, and pragmatics—the first time such an approach has been used in the study of spoken Arabic syntax. An appendix includes sample texts from the author's raw data. The book is organized into 10 chapters: "The Definiteness Continuum"; "Number, Agreement, and Possession"; "Relative Clauses"; "Demonstrative Articles and Pronouns"; "Categorizing Verbs"; "Aspect"; "Tense and Time Reference"; "Mood"; "Negation"; and "Sentence Typology." Numerous tables and figures as well as long passages in Arabic script appear throughout the text. Subject and author indexes are included. (Contains 158 references, 9 tables, and 4 figures.) (KFT)

**ED 454 703**

*Kopriva, Rebecca*

**Ensuring Accuracy in Testing for English Language Learners.**

Council of Chief State School Officers, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-1-884037-63-1

Pub Date—2000-00-00

Contract—R215U980002-98

Note—113p.; Product of the Council's State Collaborative on Assessment and Student Standards (SCASS) LEP Consortium in Collaboration with the Project To Improve Achievement in Higher Poverty Schools of the Resource Center on Educational Equity.

Available from—Council of Chief State School Officers, One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431. Tel: 202-408-5505; Fax: 202-408-8072. For full text: <http://www.ccsso.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Elementary Secondary Education, \*English (Second Language), Limited English Speaking, Second Language Instruction, Second Language Learning, \*Student Evaluation, \*Test Construction, Test Theory, \*Test Validity, Writing Instruction

This guide has the broad purpose of improving large-scale academic assessments for limited-English-proficient (LEP) students. It was written because large-scale assessments are studded with problems that affect not only how equitable the achievement of LEP students can be measured, but also how effectively LEP students' mastery of con-

test is assessed. LEP students may understand more than they are allowed to demonstrate under the confines of large scale tests designed for mainstream use with students sharing common cultural experiences. This guide is designed to provide both practical, research-based information for individuals and groups developing and administering tests of academic achievement for LEP students. It is also intended to provide lucid, easily accessible knowledge for policymakers that clarify the complex issues facing LEP students. The guide is organized into 10 chapters with two appendices. Chapters cover the following topics: issues of alignment, inclusion, and participation; alignment of performance standards to content standards; test specifications and the accessibility framework for LEP students; accessibility on writing terms; writing accessible rubrics; promising administrative and response accommodations; expanded bias reviews; scoring constructed response items; demonstrating the technical merit of assessments; and accessibility considerations when reporting and using test results. The appendices offer a technical discussion of issues related to accessibility and the highlights of key research on assessment of LEP students. (Contains 60 references.) (KFT)

ED 454 704 FL 026 760

Kopriva, Rebecca Saez, Sharon

**Guide to Scoring LEP Student Responses to Open-Ended Mathematics Items.**

Council of Chief State School Officers, Washington, DC.

Report No.—ISBN-1-884037-39-9

Pub Date—1997-00-00

Note—43p.; Product of the Council's State Collaborative on Assessment and Student Standards (SCASS). LEP Consortium in collaboration with the Improving America's Schools Act (IASA) Implementation Project.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, \*English (Second Language), Limited English Speaking, \*Mathematics Instruction, Performance Based Assessment, Science Instruction, Second Language Instruction, Second Language Learning, Skill Analysis, \*Student Evaluation, Teacher Education, \*Test Interpretation, Test Theory, Test Validity, Writing Instruction, Writing Skills

This training guide is designed to help monolingual English scorers accurately measure the performance of Limited English Proficient (LEP) students on large scale assessment of open-ended mathematics and science performance tests. The guide can also help teachers accurately evaluate classroom work. The guide is arranged in such a way that it can and should be adapted to local training conditions and to needs of various large-scale classroom endeavors. In responding to open-ended assessment items, LEP students are required to read, interpret, devise a solution, write out their mathematical computations, and, very often, communicate their reasoning in writing. Guidance is provided about linguistic issues in the students' native language, developmental benchmarks, associated with learning English, and cultural influences—all of which affect the written responses of LEP students. This document contains linguistic training guidelines, a brief discussion of issues related to the accurate development of assessments for this population, and a glossary of terms. (Contains 12 references.) (KFT)

ED 454 705 FL 026 761

Oakeley, Cecilia Urrabazo, Theresa

**New State LEP Testing Policy in Texas: Is It an Appropriate Accountability Measure for Recent ESL Immigrants?**

Pub Date—2001-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Accountability, Elementary Secondary Education,

\*English (Second Language), High Stakes Tests, Language Proficiency, Limited English Speaking, Outcome Based Education, School Effectiveness, Second Language Instruction, Second Language Learning, \*Student Evaluation, Test Construction, Test Theory, \*Test Validity

Identifiers—Dallas Independent School District TX

This study shows the relationship between English language proficiency and achievement. A consistent pattern is demonstrated that the English proficiency level of English as a second language (ESL) students can predict student performance on state measures—the high stakes Texas Educational Assessment of Academic Skills (TAAS). TAAS is a comprehensive assessment of the state-mandated curriculum in all subjects. Data indicates that students who have yet to reach a certain level of English language proficiency will not perform well on assessment measures of English, regardless of the subject being tested. It is argued that until ESL students have established a certain level of English language proficiency, it remains inappropriate for achievement tests in English to be used for student and school district performance accountability. This study also demonstrates that an underlying concern for the state of Texas should be that many ESL limited-English-proficient (LEP) students are taking more than 4 years to reach a minimum level of English. Efforts by the state should instead be focused on facilitating an appropriate timeline for LEP students to reach minimum levels of proficiency. Data-rich tables and figures appear throughout the text and appendices contain official state policy documents. Appended are the state test definitions and LEP Testing Policy, the history of State LEP Exemption Policy, and the Local District Language Proficiency Test. (KFT)

ED 454 706 FL 026 762

Curry, Mary Jane

**Adult ESL Students in the Contact Zone: Exploring the Effects of Multiple Educational Attainment Levels on the Community College Writing Classroom.**

Pub Date—2001-04-00

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjunct Faculty, \*Adult Education, Community Colleges, \*Educational Attainment, \*English (Second Language), Limited English Speaking, Second Language Instruction, Second Language Learning, Teacher Burnout, Teacher Education, Two Year Colleges, \*Writing Instruction

This paper examines the effects of adult students with multiple educational attainment levels on classroom practice and student persistence in an English-as-a-Second-Language (ESL) basic writing course at a U.S. community college. The part-time status of the instructor exacerbated the challenges of teaching students whose educational attainment ranged from less than high school to MD and Ph.D. degrees. Drawing on Bourdieu's theory of forms of capital and Pratt's notion of the classroom as a "contact zone," the paper analyzes the different forms of capital that students had at their disposal. The less educated immigrant and refugee students were the first to leave the course, which ended with a 75% attrition rate. The better-educated students drew on economic and social capital to take advantage of the free programs offered by the community college. Of those who left the course, the less educated students struggled to persist in higher education, while those with more cultural capital managed to hang on and obtain more schooling. This study illustrates the pedagogic challenges of the contemporary ESL basic writing classroom, a contact zone comprised not only of diverse students but also of marginalized adjunct faculty. Larger economic forces are drawing more limited English speakers to the United States, creating demand for ESL instructors which due to supply and cost issues must increasingly be part-time. It is argued that this

entire issue should be examined at a higher level. (Contains 30 references.) (KFT)

ED 454 707 FL 026 763

Bosher, Susan

**Discipline-Specific Literacy in a Second Language: How ESL Students Learn to Write Successfully in a B.S. Degree Nursing Program.**

Pub Date—2001-03-26

Note—43p.; First Year Report, Writing in Nursing Project.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Content Analysis, \*English (Second Language), English for Academic Purposes, Higher Education, Interviews, \*Literacy, Longitudinal Studies, \*Nursing Education, Qualitative Research, Second Language Instruction, Second Language Learning, \*Teaching Methods, Vocational English (Second Language), \*Writing Instruction

Identifiers—College of Saint Catherine MN  
The purpose of this study is to investigate the acquisition of discipline-specific literacy in a second language, specifically how English-as-a-Second-Language (ESL) nursing students learn to write successfully in the B.S. nursing program at the College of St. Catherine in St. Paul, Minnesota. It is hoped that lessons from this longitudinal study will be useful to other nursing programs that have had little success in getting their ESL students through their program. This study, which began in the fall of 1999, follows three nursing students who are non-native speakers of English through the completion of their written assignments in their first and second year nursing courses. Data were collected through interviews with students and instructors, and through a content analysis of course syllabi, assignment handouts, students' papers, and instructors' written feedback. Preliminary findings suggest the importance of clear and consistent guidelines for assignments, handouts and tasks that break tasks down into manageable chunks, a process approach that allows for extensive written feedback from instructors and input from classmates, explicit criteria for evaluation, and repeated practice of new genres in a variety of contexts. Appendices with study data are included. (Contains 12 references.) (KFT)

ED 454 708 FL 026 764

Minami, Masahiko

**Language Skills and Literacy Development of English-Japanese Bilingual Children.**

Spons Agency—San Francisco State Univ., CA.

Pub Date—2001-04-00

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bilingualism, \*Cultural Maintenance, Elementary Education, Elementary School Students, \*English (Second Language), Ethnic Groups, Heritage Education, Immigrants, Interviews, \*Japanese, \*Japanese Americans, \*Language Maintenance, Language Minorities, Native Speakers, Parent Influence, Second Language Instruction, Second Language Learning, Uncommonly Taught Languages

This study explores two linguistically alternative options—English and Japanese—available to children from bilingual homes, some of which are immigrant families. To measure each child's bilingual verbal ability, the Bilingual Verbal Ability Tests (BVAT) were administered. Interviews with bilingual children's mothers were conducted. The results of the BVAT revealed that children's English vocabulary usage was highly correlated with their vocabulary usage in Japanese. Scores obtained in Japanese tasks, whether high or low, were mirrored in the scores of the corresponding English tasks. These results suggest that increasing language ability in either language used by bilingual children can accelerate their progress in the other language as



well. Nonetheless, the study also revealed that children of Japanese parents performed better in English than in Japanese. Interviews with mothers and fathers revealed that children of Japanese heritage preferred speaking English over Japanese despite their mothers' concerted efforts to maintain Japanese. The implications of these findings hold significant meaning in terms of promoting bilingualism and biculturalism. Tables of data are appended. (Contains 26 references.) (KFT)

**ED 454 709** FL 026 765

Sato, Rintaro

**Role Play: Effective Role Play for Japanese High School Students.**

Pub Date—2001-03-00

Note—29p.

Pub Type—Opinion Papers (120)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Communicative Competence (Languages), \*English (Second Language), Foreign Countries, \*High School Students, High Schools, Japanese, \*Role Playing, Second Language Instruction, Second Language Learning, \*Teaching Methods

Identifiers—Japan

This paper contributes to the growing debate in Japan about how to teach Japanese students to speak English effectively. It is argued that there must be a shift from learning about the English language to using English to learn and communicate about topics that are interesting and relevant to students' lives in Japan. Role playing is an effective tool for accomplishing this shift. This paper is organized into five sections. In the first section role playing is defined and its various types are introduced. The next section gives the advantages of role playing. The following sections discuss the disadvantages of role playing frankly, and suggests possible ways to minimize and overcome these disadvantages. The next section considers how to adapt role playing to everyday Japanese situations according to proficiency levels, and the final chapter discusses how to evaluate students' performance, including debriefing and peer evaluation. (Contains 13 references.) (KFT)

**ED 454 710** FL 026 766

Maye, Jessica, Ed. Miyashita, Mizuki, Ed.

**Proceedings of the 4th Annual Southwest Workshop on Optimality Theory (SWOT IV) (Tucson, Arizona, April 4-5, 1998).**

Arizona Univ., Tucson. Dept. of Linguistics.

Pub Date—1998-04-00

Note—95p.

Available from—Linguistics Circle, Department of Linguistics, Douglass 200E, University of Arizona, Tucson, AZ 85721 (\$10 plus \$2 shipping and handling).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—Applied Linguistics, Discourse Analysis, Grammar, Hebrew, \*Linguistic Theory, \*Phonology, Speech Acts, Syntax, Uncommonly Taught Languages

Identifiers—\*Kammu, Optimality Theory

This document contains the full texts of six papers that were presented at the Southwest workshop on optimality theory. Papers include the following: "Shuswap Diminutive Reduplication" (Sean Hendricks); "On Multiple Sympathy Candidates in Optimality Theory" (Hidehito Hoshi); "A Perceptually Grounded OT Analysis of Stress-Dependent Harmony" (Tivoli Majors); "Less Stress, Less Pressure, Less Voice" (Mizuki Miyashita); "Causative Formation in Kammu: Prespecified Features and Single Consonant Reduplication" (Kazuo Takeda); and "Roots and Correspondence: Denominal Verbs in Modern Hebrew" (Adam Ussishkin). (KFT)

**ED 454 711** FL 026 767

Fountain, Amy, Ed. Hendricks, Sean, Ed. Ohno, Sachiko, Ed. Miyashita, Mizuki, Ed. Cole, Debbie, Ed.

**Coyote Papers: Working Papers in Linguistics from A-Z, Volume 10.**

Arizona Univ., Tucson. Dept. of Linguistics.

Pub Date—2000-00-00

Note—139p.

Available from—Linguistics Circle, Department of Linguistics, Douglass 200E, University of Arizona, Tucson, AZ 85721 (\$10 plus \$2 shipping and handling).

Pub Type—Collected Works - General (020)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—\*American Indian Languages, Applied Linguistics, Dialects, English, \*Linguistic Theory, Morphology (Languages), Second Language Instruction, \*Second Language Learning, Spanish, Structural Analysis (Linguistics), Uncommonly Taught Languages

Identifiers—Kiowa, Koasati, \*Muna, Nancowry, Optimality Theory, Shoshoni, Tsonga

The papers in this volume are all phonological in nature, and all but one of them are written within the framework of Optimality Theory. This volume includes work on a variety of languages: American Indian (Kiowa, Koasati, Shoshoni), Austronesian (Muna and Nancowry), Bantu (Tsonga), and Indo European (English and Spanish). The following articles are included: "Featural Morphology: Evidence from Muna Irrealis Affixation" (Allyson Carter); "Sound Symbolism as a Purposive Function of Culturally Situated Speech: A Look at the Use of Ideophones in Tsonga" (Deborah Cole); "Fronting and Palatalization in Two Dialects of Shoshoni" (Dirk Elzinga); "There Is No Lexicon!" (Michael Hammond); "Trisyllabic Shortening and Two Affix Classes" (Jessica Maye); "Augmentation and Correspondence: A Reanalysis of Nancowry Reduplication" (B. A. Meek); "Anchoring and Reduplicative Identity: Cases From Nancowry and Koasati" (Barbara Meek, Sean Hendricks); "Sequential Grounding and Consonant-Vowel Interaction" (Mizuki Miyashita). (KFT)

**ED 454 712** FL 026 768

Byram, Michael, Ed.

**Routledge Encyclopedia of Language Teaching and Learning.**

Report No.—ISBN-0-415-12085-3

Pub Date—2000-00-00

Note—734p.

Available from—Routledge Customer Service, 7625 Empire Drive, Florence, KY 41042 (\$165). Tel: 800-634-7064 (Toll Free); Fax: 800-248-4724 (Toll Free); Web site: <http://www.routledge.com>.

Pub Type—Reference Materials - Vocabularies/Classifications (134)

**Document Not Available from EDRS.**

Descriptors—Anthropology, Bilingualism, Curriculum Design, Language Acquisition, Language Laboratories, Learning Theories, Linguistic Theory, \*Linguistics, Psychology, \*Second Language Instruction, Second Language Learning, Sociolinguistics, Study Abroad, Teacher Education, Teaching Methods, Testing

This encyclopedia of language teaching and learning is an authoritative handbook dealing with all aspects of this field of study. It has been produced specifically for language teaching professionals, but can also be used as a general reference work for academic studies at a postgraduate level. A comprehensive range of articles on contemporary language teaching and its history are included. Themes covered include the following: methods and materials; assessment and testing; contexts and concepts; influential figures; and related disciplines such as psychology, anthropology, and sociolinguistics. It covers the teaching of languages in particular countries and deals with a wide range of specific languages including Japanese, Chinese and Arabic as well as English, French, German, and Spanish. There are 35 overview articles dealing with issues such as communicative language teaching; early language teaching; teacher education; and syllabus and curriculum design. Further, 160 entries focus on topics such as bilingualism, language laboratories, and study abroad. Numerous shorter items look at cultural institutions, professional associations, and acronyms. Multiple cross references enable the user to browse from one entry to another, and there are suggestions for further reading. The encyclopedia is in alphabetical order

with detailed thematic content lists and a substantial index. (KFT)

**ED 454 713** FL 026 770

O'Meara, Patrick, Ed. Mehlinger, Howard D., Ed. Newman, Roxana Ma, Ed.

**Changing Perspectives on International Education.**

Report No.—ISBN-0-253-33816-6

Pub Date—2001-00-00

Note—434p.

Available from—Indiana University Press, 601 North Morton Street, Bloomington, IN 47404-3797 (\$39.95). Tel: 800-842-6796 (Toll Free); Web site: <http://www.indiana.edu/~iupress>.

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Area Studies, \*Educational Trends, Elementary Secondary Education, \*Federal Legislation, FLES, Futures (of Society), \*International Education, International Relations, National Programs, Second Language Instruction, Second Language Learning

Identifiers—\*National Defense Education Act Title VI, United States

This book is a wide-ranging anthology that surveys the field of international and area studies as it has developed in the United States from its beginnings and accomplishments under Title VI to the current paradigmatic shifts taking place in research, teaching, and outreach. A number of contributors to this volume provide historical overviews of the major achievements of federally-funded programs in creating the nation's international expertise. Current issues are also discussed, including the internationalizing curriculum of K-12 schools. The book also considers future trends. An extensive bibliography of international resources in print and on the World Wide Web enhances this volume as a reference work. This book is designed for school and university administrators, policymakers, and education planners committed to furthering the goals of international education in the United States. (Contains over 1,000 references.) (KFT)

**ED 454 714** FL 026 771

**Revista de Documentacao de Estudos em Linguística Teórica e Aplicada (DELTA): Novos Estudos em Gramática Gerativa (Journal of Documentary Studies in Theoretical and Applied Linguistics (DELTA): New Studies in Generative Grammar).**

Associacao Brasileira de Linguística, Sao Paulo.

Report No.—ISSN-0102-4450

Pub Date—2000-00-00

Note—255p.

Language—English, Portuguese

Journal Cit—Revista de Documentacao de Estudos em Linguística Teórica e Aplicada; v16 spec iss 2000

Pub Type—Collected Works - Serials (022)

**EDRS Price—MF01/PC11 Plus Postage.**

Descriptors—\*Applied Linguistics, Diachronic Linguistics, Foreign Countries, French, \*Grammar, \*Linguistic Theory, Negative Forms (Language), Phonology, Phrase Structure, Portuguese, Romance Languages, Speech Communication, Tenses (Grammar), Uncommonly Taught Languages, Verbs

Identifiers—Brazil

This issue contains the following articles: "Resumption and Last Resort" (Joseph Aoun); "Existentials, A-Chains, and Reconstruction" (Norbert Hornstein); "How Long Was the Nineteenth Century" (David Lightfoot); "Formal Features and Parameter Setting: A View From Portuguese Past Participles and Romance Future Tenses" (Lucia Lobata); "Revisiting Universal Grammar" (Jurgen M. Meisel); "Wh-Extractions and Relative Clauses in Brazilian Portuguese" (Esmeralda Vailati Negroao); "On the Nature of Licensing Conditions of N-Phrases in Portuguese" (Joao Andrade Peres); "Some Remarks on the Diachrony of French Negation" (Ian Roberts); and "Some Thoughts on Economy within Linguistics" (Juan Uriagereka). References are found at the end of each article. (KFT)

ED 454 715

FL 026 772

Dornyei, Zoltan

**Teaching and Researching Motivation. Applied Linguistics in Action.**

Report No.—ISBN-0-582-38238-6

Pub Date—2001-00-00

Note—307p.

Available from—Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE, England. Web site: <http://www.pearsoneduc.com>.

Pub Type—Books (010) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—Applied Linguistics, Diagrams, English (Second Language), Language Research, \*Learning Motivation, Literature Reviews, Qualitative Research, Questionnaires, Research Methodology, Second Language Instruction, Second Language Learning, \*Student Motivation, \*Teacher Motivation, Teacher Researchers

This book includes: a theoretical summary of the various facets of motivation, an examination of how the theoretical insights can help classroom practitioners in their everyday teaching practice and practical recommendations on how motivation can be researched and assessed. The following chapters are included: "Main Challenges of Motivation Research"; "Theories of Motivation in Psychology"; "Motivation To Learn a Foreign/Second Language"; "Education-Friendly Approaches in Motivation Research"; "Motivation and Motivating in the Foreign Language Classroom"; "Student Demotivation"; "Teacher Motivation"; "Making Motivation a Researchable Concept"; "Methodological Issues and Considerations"; "Main Types of L2 Motivation Research"; "The Locus of Motivation Research: Linkages to Other Topics and Disciplines." References and subject and author indexes are also included. (Contains 356 references.) (KFT)

ED 454 716

FL 026 773

Kester, Don

**Year Two Program Evaluation Report: Academic Volunteer and Mentor Program. Giano Intermediate School.**

Los Angeles County Office of Education, Downey, CA.

Pub Date—1998-07-00

Note—59p.

Pub Type—Reports — Evaluative (142)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Educational Objectives, English (Second Language), Mathematics, Middle School Students, Middle School Teachers, \*Middle Schools, \*Program Effectiveness, \*Program Evaluation, Questionnaires, Reading, Second Language Instruction, \*Second Language Learning, Statistical Analysis, Student Evaluation

Identifiers—\*Rowland Unified School District CA

This report evaluates the effectiveness of the Academic Volunteer and Mentor Program at Giano Intermediate School in California. It presents program goals and objectives, and evaluation findings and conclusions. Mathematics and reading test data are presented and evaluated. This report is made up of a series of tables and charts filled with test scores and detailed statistical analysis. Many of the results are incomplete because not all the necessary data were available by the date the report was due. (KFT)

ED 454 717

FL 026 774

Lai, Su-Huei

**A Clinical Model of Parents' Awareness for Effectiveness of Teaching Chinese-Americans Chinese Language.**

Pub Date—1999-10-00

Note—9p.; Paper presented at the Annual International Meeting of the Chinese American Educational Research and Development Association (7th, Fairfax, VA, October 30-31,

1999).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Chinese, Chinese Americans, Chinese Culture, Class Activities, Cultural Maintenance, \*Heritage Education, Language Attitudes, \*Language Maintenance, Native Speakers, Parent Role, Second Language Instruction, Second Language Learning, Student Role, Teacher Role, \*Teaching Methods

This paper illustrates the Clinical Model of Parents' Awareness (CMPA) for effectiveness of teaching Chinese Americans based on a previous research finding, the Patterns of Chinese Americans' Learning Chinese Language Environment (PCACLE). The clinical model includes eight components: (1) prepare a teacher-parent conferences; (2) present 5 patterns of Chinese language learning circumstances; (3) discuss the internal and external consistency within each factor in the pattern; (4) identify a matching pattern by the parents; (5) analyze contextual factors related to the student; (6) negotiate possible solutions and select the best one; (7) plan and implement actions; (8) conduct follow-up observation and evaluation. Implications on parenting are discussed. It is suggested that CMPA and PCACLE can be applied in diverse ethnic groups when they want to help their next generation learn their native language in someplace other than their own countries. Appendixes include references and graphics for PCACLE. (Contains 10 references.) (Author/KFT)

ED 454 718

FL 026 775

King, Ann

**The Guide to Languages and Careers: How To Continue Your Languages into Further and Higher Education. Revised & Updated.**

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-1-902031-37-7

Pub Date—1999-00-00

Note—227p.; With Gareth Thomas.

Available from—Grantham Book Services Ltd., Isaac Newton Way, Alma Industrial Park Estate, Grantham, Lincs NG31 8SD, United Kingdom. Tel: 01476-541-080; Fax: 01476-541-061.

Pub Type—Guides — Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—African Languages, Arabic, Austro Asiatic Languages, Career Choice, Career Counseling, Career Guidance, Check Lists, Foreign Countries, Indo European Languages, Language Teachers, \*Languages for Special Purposes, Russian, Second Language Instruction, Second Language Learning, Sino Tibetan Languages, Slavic Languages, Turkic Languages, Uncommonly Taught Languages

Identifiers—European Union

This book is divided into six sections and 33 chapters. Section 1, "Who Needs Languages?" has five chapters: "Employers Do...and You Do!"; "What Are Employers Looking For?"; "In Which Careers Are Languages Useful?"; "How Do I Prepare Myself?"; and "Who Speaks What Where?" Each chapter in sections 2-6 ends with a checklist. Section 2, "Studying Languages," has 10 chapters, including the following: "Learning Languages Post-16"; "Diploma Courses with Languages"; "Degree Courses with Languages"; "Languages of the European Union"; "Scandinavian Languages"; "Russian and East European Languages"; "European Studies"; "Asian Languages"; "Arabic, Middle Eastern and African Languages"; and "Linguistics." Section 3, "Studying Languages with Other Subjects," includes 10 chapters: "Institution-Wide Language Programmes"; "Languages and Business Related Subjects (including accountancy)"; "Law and Languages"; "Tourism, Sport, and Languages"; "Engineering and Languages"; "Science and Languages"; "Information Technology and Computer Science with a Language"; "Food Science and Technology with Languages"; "Agriculture, Horticulture and Other Land-Based Subjects with Languages"; and "Preparing To Become a Teacher of Languages." Section 4, "Sign-

posts to Degree Courses", has 2 chapters: "Studying for a Degree in Languages" and "Studying for a Degree in Languages with Other Subjects." Section 5, "Studying and Working Abroad," has 3 chapters: "Studying in Europe"; "Work Placements in Europe"; and "Taking Time Out: The Gap Year." Section 6, "Making Your Choice," has 3 chapters: "Finding a Course"; "Getting In"; and "Interviews and Open Days." (KFT)

ED 454 719

FL 026 776

King, Anny, Ed.

**Languages and the Transfer of Skills: The Relevance of Language Learning for 21st Century Graduates in the World of Work. HEVOCAL Report.**

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-1-902031-36-9

Pub Date—2000-00-00

Note—149p.

Available from—Grantham Book Services Ltd., Isaac Newton Way, Alma Industrial Park Estate, Grantham, Lincs NG31 8SD, United Kingdom (15 British pounds). Tel: 01476-541-080; Fax: 01476-541-061.

Pub Type—Books (010) — Collected Works — General (020)

**Document Not Available from EDRS.**

Descriptors—English for Science and Technology, French, German, \*Higher Education, International Education, Languages for Special Purposes, Second Language Instruction, Second Language Learning, \*Transfer of Training

This book provides a description and synthesis of a range of relevant practice and offers a framework for making language learning more relevant for new generations of practice. It is intended as a contribution to the debate about the purposes of language studies in higher education in the 21st century. The book is divided into five parts and 15 chapters. Part 1, "Establishing the Parameters," has 2 chapters: "What Is Vocational Language Learning?" (Anny King) and "The Language of Graduate Skills" (Anny King and Andrew Honeybone). Part 2, "Evaluating Practice," has 4 sections and 11 chapters. Section 1, "Institution Wide Language Programmes," has 3 chapters: "Gateways to Global Learning: The Transferability of Institution Wide Language Programmes in Higher Education" (Paul Gentle); "Reflection and Professionalisation in Language Teaching: The Case of 'Polylang' at the University of Westminster" (Roberto Di Napoli); and "The Wolverhampton Languages Programme" (Robert Ingrams). Section 2, "Teaching/Learning Subjects through Language," has 4 chapters: "Teaching Transferable Language Skills: A Case of German Discussion and Easy Writing" (Niamh O'Mahony); "Joint Accreditation in a European Business Degree: A Case Study Involving the UK, Italy, and France" (Keith Perks); "French and German for Engineers" (Alan Hersch); and "A Language Option for Architects" (Murray Hill and Ulrike Plasberg). Section 3, "Teaching Both Subject and Language," has 2 chapters: "The Cambridge Language Programme for Engineers" (Anny King); and "The University of Hertfordshire Environmental French Programme" (Andrew Honeybone and Valerie Brossier). Section 4, "Transferable Skills With Specialist Language Programmes," has 2 chapters: "Introducing Interpersonal Skills within a Specialist Language Degree Programme" (Richard Towell); and "Transferable Skills: Integration without Revolution" (Michele Dickson). Part 3, "Discussing the Issues," has one chapter: "Issues Arising from Case Studies, Seminars and Discussion fora" (June Thompson). Part 4, "Looking Ahead," has one chapter: "Graduate Skills, Transferable Skills and Employability" (Jack Loneragan). References are found at the end of each chapter. (KFT)

ED 454 720

FL 026 777

Kohonen, Viljo Jaatinen, Riitta Kaikkonen, Pauli Lehtovaara, Jorma

**Experiential Learning in Foreign Language Education. Applied Linguistics and Language Study.**

Report No.—ISBN-0-582-31570-0

Pub Date—2001-00-00

Note—199p.; Christopher N. Candlin, General Editor.

Available from—Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE, United Kingdom. Web site: <http://www.pearsoneduc.com>.

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Communicative Competence (Languages), \*Experiential Learning, \*Intercultural Communication, Learning Activities, \*Learning Strategies, Learning Theories, Personal Autonomy, Second Language Instruction, \*Second Language Learning, Student Role

This book argues that the goal of foreign language education has to be expanded from communicative competence towards what might be called an intercultural action competence. This book explores and integrates the knowledge base and educational practices necessary in foreign language teaching for intercultural competence. This book shows that the basic concepts in the new approach are experiential learning, intercultural learning, autobiographical knowledge in foreign language and teaching, and the philosophical underpinnings of foreign language education. There is a shift towards a more balanced emphasis between external factors in the learning environment and the personal capacity, conceptions, beliefs and assumptions inside the learner's mind. The book has 5 chapters: "Introduction"; "Towards Experiential Foreign Language Education"; "Intercultural Learning through Foreign Language Education"; "Autobiographical Knowledge in Foreign Language Education and Teacher Development"; and "What Is It—(FL) Teaching?" Each chapter ends with a conclusion and references. A subject index is appended. (KFT)

ED 454 721

FL 026 778

Hubner, Anke, Ed. Ibarz, Toni, Ed. Laviosa, Sara, Ed.

Assessment and Accreditation for Languages: The Emerging Consensus?

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-1-902031-23-7

Pub Date—2000-00-00

Note—132p.

Available from—Grantham Book Services Ltd., Isaac Newton Way, Alma Industrial Park Estate, Grantham, Lincs NG31 8SD, United Kingdom (15 British pounds). Tel: 01476-541-080; Fax: 01476-541-061.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*Accreditation (Institutions), Adult Education, Language Attitudes, Languages for Special Purposes, Second Language Instruction, Second Language Learning, Student Attitudes, \*Student Evaluation, Teacher Attitudes

Chapter titles include the following: "Language Teaching, Accreditation and the Social Purpose of Adult Education" (Liam Kane); "Student Attitudes to Learning, Assessment and Accreditation" (Fran Beaton); "Assessment on a Fully Accredited Open Language Programme: Achieving Beneficial Backwash in a Standardised Scheme" (Dounia Bissar); "Introducing Credit and Assessment: Attitudes and Responses among Adult Language Learners" (Ian McCall); "Translation To Assess Language Competence: Present and Future" (Sara Laviosa); "Communicative Assessment for Adult Learners: Carrying Coals to Newcastle?" (Linda Hartley and Marion Sporing); "Assessment and Accreditation of Languages: Implications for Tutor Training" (Anke Hubner); "Measuring the Impact of Accreditation: Two Surveys on the Provision of Modern Languages in University Departments of Continuing Education" (Toni Ibarz, Marion Sporing). (KFT)

ED 454 722

FL 026 779

Bygate, Martin Skehan, Peter Swain, Merrill

Researching Pedagogic Tasks: Second Language Learning, Teaching, and Testing. Applied Linguistics and Language Study.

Report No.—ISBN-0-582-41482-2

Pub Date—2001-00-00

Note—268p.; General Editor: C. N. Candlin.

Available from—Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE, United Kingdom. Web site: <http://www.pearsoneduc.com>.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Cognitive Processes, English (Second Language), \*Evaluation Methods, Foreign Countries, Language Processing, Learning Strategies, Oral Language, \*Second Language Instruction, Second Language Learning, \*Task Analysis, \*Teaching Methods, Test Construction, Test Validity

This book brings together a series of empirical studies into the use of pedagogical tasks for second language learning, with a view to better understanding the structure of tasks, their impact on students, and their use by teachers. This edited volume starts with an introduction to the background and key issues in the topic area. Each section begins with a succinct introduction, and the volume concludes with an afterword relating the theme of the volume to issues in curriculum development. The book is divided into 10 chapters: "Effects of Task Repetition on the Structure and Control of Oral Language" (Martin Bygate); "Non-Reciprocal Tasks, Comprehension and Second Language Acquisition" (Rod Ellis); "Rules and Routines: A Consideration of Their Role in the Task-Based Language Production of Native and Non-Native Speakers" (Pauline Foster); "Focus on Form through Collaborative Dialogue: Exploring Task Effects" (Merrill Swain, Sharon Lapkin); "Guiding Relationships Between Form and Meaning during Task Performance: The Role of the Teacher" (Virginia Samuda); "A Case of Exercising: Effects of Immediate Task Repetition on Learners' Performance" (Tony Lynch, Joan Maclean); "Tasks and Language Performance Assessment" (Peter Skehan); "Influences on Performance in Task-Based Oral Assessments" (Gillian Wigglesworth); and "Task-Based Assessments: Characteristics and Validity Evidence" (Micheline Chalhoub-Deville). There is also a concluding chapter: "Afterword: Taking the Curriculum to Task" (Christopher N. Candlin). A subject index is appended. (KFT)

ED 454 723

FL 026 780

Benson, Phil

Teaching and Researching Autonomy in Language Learning. Applied Linguistics in Action Series.

Report No.—ISBN-0-582-36816-2

Pub Date—2001-00-00

Note—272p.; Edited by Christopher N. Candlin and David R. Hall.

Available from—Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE, United Kingdom. Web site: <http://www.pearsoneduc.com>.

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, Case Studies, Class Activities, Classroom Techniques, Curriculum Development, Educational Research, Educational Technology, Learner Controlled Instruction, Learning Strategies, Personal Autonomy, Professional Autonomy, \*Second Language Instruction, Second Language Learning, Student Role, Teacher Role, \*Teaching Methods

This volume offers a comprehensive account of autonomy in language learning and the educational practices associated with the concept. The book is divided into 18 chapters: "The History of Autonomy in Language Learning"; "Autonomy beyond the Field of Language Education"; "Defining and Describing Autonomy"; "Control as a Natural Attribute of Learning"; "Levels of Control"; "Fostering Autonomy"; "Resource-Based Approaches"; "Technology-Based Approaches"; "Learner-Based Approaches"; "Classroom-Based Approaches"; "Curriculum-Based Approaches"; "Teacher-Based Approaches"; "Research Methods and Key Areas of Research"; "Case Studies"; and "Resources for Research and Practice." (Contains 337 references.)

ter Autonomy"; "Resource-Based Approaches"; "Technology-Based Approaches"; "Learner-Based Approaches"; "Classroom-Based Approaches"; "Curriculum-Based Approaches"; "Teacher-Based Approaches"; "Research Methods and Key Areas of Research"; "Case Studies"; and "Resources for Research and Practice." (Contains 337 references.)

ED 454 724

FL 026 781

Greenblatt, Les, Comp.

Roses Aren't Always Red: Poetry as a Second Language.

Pub Date—1998-07-30

Note—32p.

Pub Type—Creative Works (030) — Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, \*English (Second Language), \*Poetry, \*Second Language Instruction, Second Language Learning

This document is a compilation of poems and ideas for teaching poetry in the English-as-a-Second-Language (ESL) classroom. A list of poetry anthologies is also provided. (Contains 51 references.) (KFT)

ED 454 725

FL 026 782

Gittins, Naomi, Ed.

Educating Students with Limited English Skills.

National School Boards Association, Alexandria, VA. Council of School Attorneys.

Report No.—ISBN-1069-0190

Pub Date—2001-01-00

Note—5p.

Available from—National School Boards Association, Council of School Attorneys, 1680 Duke Street, Alexandria, VA 22314-3493. Tel: 703-838-6722; Fax: 703-548-5613; [cosainfo@nsba.org](mailto:cosainfo@nsba.org); <http://www.nsba.org/cosa>.

Journal Cit—Inquiry &amp; Analysis; p1-2,7 Jan 2001

Pub Type—Journal Articles (080)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Compliance (Legal), \*Court Litigation, Elementary Secondary Education, \*English (Second Language), \*Equal Education, Federal Legislation, \*Limited English Speaking, Second Language Instruction, Second Language Learning

Identifiers—Civil Rights Act 1964 Title VI

This article examines the education of students in U.S. schools who have limited skills in English. Ensuring that these children are able to participate in and benefit from educational programs and achieve high academic standards is a task of monumental importance for public schools. One component essential to this effort is understanding the legal requirements applicable to these children. Among the federal laws affecting the education of students with limited English proficiency are the equal protection clause of the Fourteenth Amendment, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act, and the Bilingual Education Act. A list of Office of Civil Rights compliance recommendations is included in the article, and information on state laws and U.S. Supreme court decisions regarding the rights of speakers of languages or than English is provided. (VWL)

ED 454 726

FL 026 783

Rosenbusch, Marcia H., Ed.

Learning Languages, 2000-2001.

National Network for Early Language Learning.

Report No.—ISSN-1083-5415

Pub Date—2001-00-00

Note—104p.; Published three times per year.

Available from—Nancy Rhodes, Executive Secretary, NNELL, Center for Applied Linguistics, 4646 40th Street, NW, Washington, DC 20036-1859.

Journal Cit—Learning Languages; v6 n1-3 Fall 2000-Spr 2001

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, Cultural Awareness, \*Dialog Journals, \*Distance Education, Elementary Education,



English (Second Language), \*FLES, Foreign Countries, National Programs, \*Professional Development, \*Second Language Instruction, Second Language Learning, Summer Programs, Thematic Approach

Identifiers—Hungary, Japan, Kansas

This journal serves the profession by providing a medium for the sharing of information, ideas, and concerns among teachers, administrators, researchers, and others interested in the early learning of languages. Articles in this volume include the following: "Foreign Language Teaching: What We Can Learn from Other Countries" (Ingrid U. Pufahl, Nancy C. Rhodes, Donna Christian); "Early Modern Language Programs in Hungary" (Marianne Nikolov); "Learning through Dialogue Journal Writing: A Cultural Thematic Unit" (Jeanette Marie Bowman Borich); and "Japanese Distance Learning: A Kansas Summer Program for Children" (Colleen Brooks, Edmee Fernandez). (KFT)

ED 454 727

FL 026 784

Hassan, Badran A.

New Trends in Teaching Grammar in the Secondary School: A Review Article.

Pub Date—2001-03-00

Note—31p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Applied Linguistics, \*Communicative Competence (Languages), \*Educational Trends, English (Second Language), Foreign Countries, \*Grammar, Learning Strategies, Second Language Instruction, Second Language Learning, \*Secondary Education, Teaching Methods, Trend Analysis

Identifiers—Egypt

The purpose of this paper is to review new trends in teaching grammar at the secondary school level. With new developments in the fields of linguistics and psychology which resulted in the shift from structurally-dominated English-as-a-foreign-language methodology to a more communicatively-oriented one, new ideas have prevailed in language teaching in general and grammar instruction in particular. As a result, there has been a gathering momentum for a communicatively-based approach to grammar instruction that is more meaning-focused than rules-focused and is more learner-centered than subject-oriented. According to this approach, the need for introducing a certain grammatical rule arises in the first place because of the need of the learner to communicate. In this way, grammar instruction has also become more content-based, meaningful, and contextualized. Examples of this new approach to teaching grammar are provided in looking at Egyptian secondary schools in particular. Six trends that have emerged in the teaching of grammar at the secondary level are discussed in detail. Scholarly references appear throughout the text, though not in complete bibliographical form—that is author last name and year published only. (KFT)

ED 454 728

FL 026 785

Shaw, Glenis, Ed.

Aiming High 2: Straight A's.

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-1-902031-38-5

Pub Date—2000-00-00

Note—85p.; "With contributions from Glenis Shaw, Tony Lonsdale, Anneli McLachlan, Ann Barnes, Sheila Barbour, Hilary Barker, and Keith Marshall."

Available from—Grantham Book Services, Ltd., Isaac Newton Way, Alma Industrial Park Estate, Grantham, Lincs NG31 8SD, United Kingdom (Lira, 8.00). Tel: 01476-541-080; Fax: 01476-541-061. Web site: <http://www.employment-studies.co.uk>.

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Check Lists, Cognitive Ability, Cultural Awareness, Foreign Countries, Learning Strategies, Literature, Multicultural Education, Reading Skills, Second Language Instruction, \*Second Lan-

guage Learning, Secondary Education, Student Evaluation, Study Habits, Study Skills, Tables (Data)

Identifiers—Content Area Teaching

This book explores the key themes of raising achievement and the various strategies in both teaching and learning which will lead to students achieving their potential. Experienced A-level teachers reflect on issues including: the link between cultural awareness and developing linguistic skills; teaching study skills and learning strategies as an integral part of all aspects of teaching and learning a modern foreign language. The book is divided into six chapters, including the following: "Study Skills for A-Level Language Learners" (Tony Lonsdale); "Building Up Oral Skills" (Anneli McLachlan); "Developing Advanced Reading Skills" (Ann Barnes); "Discovering Literature through the Target Language" (Sheila Barbour); "Teaching History and Culture through the Modern Foreign Language" (Hilary Barker); and "Why Do They Do It?" (Keith Marshall). (KFT)

ED 454 729

FL 026 786

Hawkins, Eric

Listening to Lorca: A Journey into Language.

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-1-902031-31-8

Pub Date—1999-00-00

Note—296p.; Illustrations by Genna Hollins.

Available from—Grantham Book Services Ltd., Isaac Newton Way, Alma Industrial Park Estate, Grantham, Lincs NG31 8SD, United Kingdom. Tel: 01476-541-080; Fax: 01476-541-061; Web site: <http://www.employment-studies.co.uk>.

Pub Type—Books (010)—Collected Works - General (020)—Creative Works (030)

Document Not Available from EDRS.

Descriptors—\*Autobiographies, Foreign Countries, Latin American Literature, Second Language Instruction, \*Second Language Learning Identifiers—Cervantes Saavedra (Miguel de), England (Liverpool), France, \*Garcia Lorca (Federico), Germany, Spain, Spanish Civil War, United Kingdom

This book is an autobiographical account of the life of Eric Hawkins, a leading figure in language teaching. The author recounts his journey into language, which traces his formative experiences at school in 1920s Liverpool, taking him to pre-Civil War Spain, undergraduate life at Cambridge, language learning in the shadow of Nazi Germany, life as a soldier during World War II, and a subsequent rich teaching career. Chapter titles include the following: "Listening to Lorca"; "How It Began"; "Lessons from Liverpool"; "Reading Cervantes"; "Two German Families"; "Preparing To Teach"; "The Basque Children"; "Languages in Uniform"; "Two Schoolmaster Lieutenants"; "Starting Again"; "Rebuilding Bridges"; "Breaking the Language Lockstep"; "Jan Komensky"; "Henry Sweet"; "A Language Teaching Center"; "Why Not Rebuild Babel?"; and "Envoi." Appendices include "School Certificate French Paper" (1929) and "A 5-Subject Higher School Certificate: Sample Questions" (1931). Twelve illustrations are included. (KFT)

ED 454 730

FL 026 787

Garrott, Carl L.

Syntactic Maturity: The Complex Sentence in Intermediate Spanish.

Pub Date—2001-07-00

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adjectives, College Students, Grammar, Higher Education, Hypothesis Testing, Revision (Written Composition), Second Language Instruction, Second Language Learning, \*Sentence Structure, \*Spanish, \*Syntax, \*Teaching Methods, Verbs, \*Writing (Composition)

This paper begins with a literature review of research on syntactic maturity, defined as the developmental stages from one- and two-word utterances to the hierarchical structures of adult speech, and

seeks to answer questions in the context of past and current research in this area. It attempts to study some of the ramifications of the movement toward outcome-based and standards-driven curricula when it is not uncommon for complete syntax to elude many second language learners. As there have been few studies dealing directly with techniques in sentence combining, reducing sentences to less than clauses, adverbial structures, clause embedding, and general syntactic shortcuts for intermediate Spanish language learners, this study seeks to determine the syntactic maturity of a sample of intermediate Spanish language learners and focuses on procedures to extend syntactic procedures to syntactic choices and analyze the resulting data from the procedures. The following hypotheses are presented: there is no significant difference between intermediate I and II Spanish students in their written production of relative pronouns, adjective and noun clauses, or adverbial clauses; nor is there a significant difference between II Spanish students in written production before and after instruction in syntactic shortcuts (nominalized infinitives, gerunds, and participles). It was found that students may benefit from rewriting exercises that collapse clauses into infinitives, participles, and gerunds. Reducing phrases to less than clauses may increase students' intermediate syntactic fluency. Sentence combining techniques may bridge the gap between intermediate and more advanced classes in composition. (Contains 23 references.) (KFT)

ED 454 731

FL 026 788

Hinton, Leanne, Ed. Hale, Ken, Ed.

The Green Book of Language Revitalization in Practice.

Report No.—ISBN-0-12-349353-6

Pub Date—2001-00-00

Note—466p.

Available from—Academic Press, A Harcourt Science and Technology Company, 525 B Street, Suite 1900, San Diego, CA 92101-4495 (hardback: ISBN-0-12-349353-6, \$99.95; paperback: ISBN-0-12-349354-4, \$49.95). Tel: 800-321-5068 (Toll Free); Web site: <http://www.academicpress.com>.

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—American Indian Languages, Australian Aboriginal Languages, Computer Uses in Education, Foreign Countries, Hawaiian, \*Heritage Education, Irish, \*Language Maintenance, \*Language Planning, Maori, National Programs, Navajo, \*Public Policy, Second Language Instruction, Second Language Learning, \*Uncommonly Taught Languages, Welsh, World Wide Web

Identifiers—Arapaho, Arizona, Australia, California, Canada, Labrador, Oklahoma, Paiute, Pueblo Culture, United States

Essays in this book include the following: "Language Revitalization: An Overview" (Leanne Hinton); "Diversity in Local Language Maintenance and Restoration: A Reason for Optimism" (Anna Ash, Jessie Little Doe Fermino, Ken Hale); "Federal Language Policy and Indigenous Languages in the United States" (Leanne Hinton); "...To Help Assure the Survival and Continuing Vitality of Native American Languages" (Robert D. Arnold); "Language Planning" (Leanne Hinton); "Introduction to the Pueblo Languages" (Leanne Hinton); "Native Language Planning: A Pilot Process in the Acoma Pueblo Community" (Christine P. Sims); "The Key to Cultural Survival: Language Planning and Revitalization in the Pueblo de Cochiti" (Regis Pecos, Rebecca Blum-Martinez); "The Navajo Language: I" (Ken Hale); "Navajo Head Start Language Study" (Paul R. Platero); "Introduction to Revitalization of National Indigenous Languages" (Leanne Hinton); "Introduction to the Welsh Language" (Leanne Hinton); "Welsh: A European Case of Language Maintenance" (Gerald Morgan); "Introduction to the Maori Language" (Ken Hale); "Te Kohanga Reo: Maori Language Revitalization" (Jeanette King); "An Introduction to the Hawaiian Language" (Leanne Hinton); "The Movement To Revitalize Hawaiian Language and Culture" (Sam L. No'eau Warner); "Mai Loko Mai O Ka Tini: Pro-

ceeding from a Dream': The 'Aha Punana Leo Connection in Hawaiian Language Revitalization' (William H. Wilson, Kauano Kama); "Teaching Methods" (Leanne Hinton); "The Karuk Language" (Leanne Hinton); "Teaching Well, Learning Quickly: Communication-Based Language Instruction" (Terry Supahan, Sara Supahan); "The Navajo Language: II" (Ken Hale); "Tsehootsoodi Olta'gi Dine Bizaad Bihoo'ah: A Navajo Immersion Program at Fort Defiance, Arizona" (Marie Arviso, Wayne Holm); "The Master-Apprentice Language Learning Program" (Leanne Hinton); "Linguistic Aspects of Language Teaching and Learning in Immersion Contexts" (Ken Hale); "New Writing Systems" (Leanne Hinton); "An Introduction to Paiute" (Leanne Hinton, Ken Hale); "Language Revitalization in the San Juan Paiute Community and the Role of a Paiute Constitution" (Pamela Bunte, Robert Franklin); "Audio-Video Documentation" (Leanne Hinton); "Australian Languages" (Ken Hale); "Strict Locality in Local Language Media: An Australian Example" (Ken Hale); "The Arapaho Language" (Ken Hale); "Reflections on the Arapaho Language Project, or When Bambi Spoke Arapaho and Other Tales of Arapaho Language Revitalization Efforts" (Stephen Greymorning); "Irish" (Ken Hale); "Continuity and Vitality: Expanding Domains through Irish-Language Radio" (Colleen Cotter); "The Mono Language" (Ken Hale); "On Using Multimedia in Language Renewal: Observations from Making the CD-ROM 'Tataduhan'" (Paul V. Kroskrity, Jennifer F. Reynolds); "Can the Web Help Save My Language?" (Laura Buszard-Welcher); "Training People To Teach Their Language" (Leanne Hinton); "Inuit and Innu-aimun" (Ken Hale); "The Role of the University in the Training of Native Language Teachers: Labrador" (Alana Johns, Irene Mazurkewich); "Languages of Arizona, Southern California, and Oklahoma" (Leanne Hinton); "Indigenous Educators as Change Agents: Case Studies of Two Language Institutes" (Teresa L. McCarty, Lucille J. Watahomigie, Akira Y. Yamamoto, Ofelia Zepeda); "The Navajo Language: III" (Ken Hale); "Promoting Advanced Navajo Scholarship" (Clay Slate); "Sleeping Languages: Can They Be Awakened?" (Leanne Hinton); "The Use of Linguistic Archives in Language Revitalization: The Native California Language Restoration Workshop" (Leanne Hinton); "The Ohlone Languages" (Leanne Hinton); and "New Life for a Lost Language" (Linda Yamane). An index is included. References are appended at the end of each chapter. (KFT)

ED 454 732

FL 026 790

Cheng, Karen Kow Yip

### The Use of Children's Literature in Malaysian Kindergartens.

Pub Date—2001-02-00

Note—14p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (30th, Phoenix, AZ, February 20-24, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Children's Literature, Chinese, English (Second Language), Foreign Countries, Kindergarten, Kindergarten Children, Listening Skills, Primary Education, Second Language Instruction, Second Language Learning, \*Story Telling, Tamil, \*Teaching Methods, Uncommonly Taught Languages

Identifiers—\*Malaysia

This paper discusses the use of storytelling as a pedagogic tool in Malaysian kindergartens. By listening to stories, the children learn to tell stories that involve communicating meaning. This is an effective learning technique, because stories and storytelling feed the children's imaginations, hone their listening skills, extend their vocabulary, and raise their level of proficiency in the language. This study involved 60 kindergartens from Malay and Chinese families living in a large metropolitan area. Respondents are categorized and analyzed by age, gender, race, and culture. It is concluded that the lack of a local Malaysian literature does not mean that children's literature is any less effective a tool

for helping to teach Malaysian children foreign languages. It is argued that foreign literature should be used to the fullest extent possible, and used in tandem with local literature when available. (KFT)

ED 454 733

FL 026 791

Hatim, Basil

### Teaching and Researching Translation. Applied Linguistics in Action Series.

Report No.—ISBN-0-582-32899-3

Pub Date—2001-00-00

Note—269p.; Edited by Christopher N. Candlin and David R. Hall.

Available from—Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE, United Kingdom. Web site: <http://www.pearsoneduc.com>.

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Applied Linguistics, \*Cultural Influences, Culture Contact, Interpreters, \*Language Styles, Pragmatics, Professional Development, Second Language Instruction, Second Language Learning, Theory Practice Relationship, \*Translation

This book reports dispassionately on what has been happening in both the theory and practice of translation and interpreting, and introduces students and teachers of translation to the intricacies of the process and the diverse demands of the profession. The book is divided into four sections and 15 chapters. Section 1, "Translation Studies: History, Basic Concepts and Key Issues in Research," has six chapters: "Translation Studies and Applied Linguistics"; "From Linguistic Systems to Cultures in Contact"; "Equivalence: Pragmatic and Textual Criteria"; "Cultural Studies and Translator Invisibility"; "From Word to Text and Beyond"; and "Literary and Cultural Constraints." Section 2, "Research Models," includes seven chapters: "Register-Oriented Research Models"; "The Pragmatics Turn in Research"; "Focus on the Text"; "Translation and Ideology"; "Translation of Genre Versus Translation as Genre"; "Empirical Research in Translation Studies"; and "Theory and Practice in Translation Teaching." Section 3, "Emphasis on Practitioner Research," and section 4, "Links and Resources," have one chapter each: "Action and Reflection in Practitioner Research" and "Links and Resources" respectively. A subject index and glossary are included. (Contains 378 references.) (KFT)

ED 454 734

FL 026 792

Salaberry, M. Rafael

### The Development of Past Tense Morphology in L2 Spanish. Studies in Bilingualism 22.

Report No.—ISBN-1-55619-954-6; ISSN-0928-1533

Pub Date—2001-00-00

Note—221p.

Available from—John Benjamins North America, P.O. Box 27519, Philadelphia, PA 19118-0519 (\$76). Tel: 215-836-1200; Fax: 215-836-1204; e-mail: [service@benjamins.com](mailto:service@benjamins.com); Web site: <http://www.benjamins.com>.

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—\*Bilingualism, Cognitive Processes, Discourse Analysis, Hypothesis Testing, \*Morphology (Languages), Second Language Instruction, \*Second Language Learning, \*Spanish, \*Tenses (Grammar), Verbs

The general objective of this study is the investigation of some of the cognitive processes underlying adult second language acquisition through the analysis of the development of morphological markers of temporality in the acquisition of Spanish as a second language (L2) among native English speakers. It is argued that analysis of data on the development of verbal morphology provides empirical information for addressing two central questions in L2 acquisition: ultimate attainment in L2 development and the relative effect of instructed settings. The book is divided into seven chapters, including the following: "Aspect"; "The Development of Aspect in L1"; "The Development of Aspect in L2"; "Research Methodology in the Analysis of Past Tense Morphology"; "Analysis of Data

Sets"; and "Developmental Stages in the Acquisition of Spanish Past Tense Morphology." Eight appendices and subject and name indexes are included. (Contains 233 references.)

ED 454 735

FL 026 793

Masih, John, Ed.

### Learning through a Foreign Language: Models, Methods and Outcomes.

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-1-902031-68-7

Pub Date—1999-00-00

Note—158p.

Available from—Grantham Book Services Ltd., Isaac Newton Way, Alma Industrial Park Estate, Grantham, Lincs NG31 8SD United Kingdom. Tel: 01476-541-080; Fax: 01476-541-061.

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Bilingual Education, Class Activities, \*Curriculum Development, Elementary Secondary Education, Foreign Countries, French, Immersion Programs, Inservice Teacher Education, Language Universals, Multilingualism, \*Outcomes of Education, Second Language Instruction, \*Second Language Learning, \*Teaching Methods

Identifiers—Chomsky (Noam), \*Content Area Teaching, European Union, France, Hungary, United Kingdom

This book presents European perspectives on the means of structuring curricula that integrate content and language teaching, drawing on the experience of practitioners at a range of levels. It also provides details of the outcomes of such programs and describes the current and future challenges for wider scale adoption of content and language integrated learning. The book is divided into the following 13 chapters: "Multilingualism across Europe through Plurilingual Education" (Cornelia Groszer); "Language Learning in European Immersion Classes" (Henning Wode); "Teaching History in a Foreign Language: What Language?" (Carol Morgan); "Supporting Students in Content and Language Integrated Contexts: Planning for Effective Classrooms" (Do Coyle); "In-Service Education for Teachers Using English as a Medium of Instruction" (Christa Piber); "Second Language Acquisition through CLIL at Primary School Level" (Heini-Marja Jarvinen); "A Practitioner's Perspective on Bilingual Teaching in Alhaisten Primary School" (Anja Romu, Leena Sjöberg-Heino); "The Language Teacher in a Primary CLIL Curriculum" (Erik Suomela); "History and Geography through French: CLIL Curriculum in a UK Secondary School" (Michael Ullmann); "School Subjects in a Foreign Language: A Decade of Success in Hungary" (Aniko Bognar); "Task Design in the Bilingual Secondary Classroom" (John Clegg); "Universal Language, Body and Voice" (Jim Wingate); "Developing Bilingual Curricula in Vocational Colleges through the Leonardo Programme" (Walter Christ, Bernd Rosenstiel). Extensive scholarly references appear at the end of each chapter. (KFT)

ED 454 736

FL 026 794

Lee, K. C.

### Selecting and Integrating CALL Software Programs into the EFL Classroom.

Pub Date—2001-06-00

Note—13p.; Paper presented at the Information Technology & Multimedia in English Language Teaching Conference (Hung Hom, Kowloon, Hong Kong, June 1-2, 2001).

Available from—For full text: <http://elc.polyu.edu.hk/conference/papers2001/ke.htm>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, Class Activities, \*Computer Assisted Instruction, \*Computer Software Evaluation, Computer Uses in Education, \*English (Second Language), \*Evaluat-

tion Criteria, \*Second Language Instruction, Second Language Learning, Teaching Methods Identifiers—\*Computer Assisted Language Learning

One way for teachers to integrate information technology (IT) into their classrooms is through the use of computer assisted language learning (CALL) software programs. Much has been written about how teachers should select and evaluate such software programs; this paper attempts to consolidate some of the issues discussed in the literature and to offer some suggestions for the selection and integration of CALL software into the English-as-a-foreign-language (EFL) classroom. First, selection criteria pertinent to an EFL teacher are highlighted. Second, through examination of these selection criteria, the close relationship between selection and integration is discussed, suggesting that the teacher should always look at integration when selecting software programs. Third, the paper concludes by summarizing the criteria discussed in the form of a checklist that can be used by teachers selecting EFL software programs. The checklist highlights some of the basic concerns mentioned in most literature on the selection of software programs and offers additional suggestions for the EFL teaching and learning environment. (Contains 24 references.)

ED 454 737

FL 026 796

Fujita, Yasuko

Functions of Discourse Markers "Ano and Sono" in Written Dialogue.

Pub Date—2001-03-00

Note—16p.; Paper presented at the Texas Foreign Language Education Conference (Austin, TX, March 23-24, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Applied Linguistics, \*Communication (Thought Transfer), Dialogs (Language), Discourse Analysis, Foreign Countries, \*Interpersonal Communication, \*Japanese, Language Styles, Morphology (Languages), \*Pragmatics, \*Second Language Learning, Semantics

Identifiers—Japan

Through examination of the discourse markers "ano" and "sono" in Japanese, this paper explores how these linguistic devices function differently in conversation. The focus of this analysis is the mental and social functions through which a speaker attempts to achieve an interpersonal rapport with a listener. In particular, the question addresses why the speaker cannot use these discourse markers interchangeably in the context. The data reveal how the speaker distinguishes one discourse marker from another, depending on where the focus of the utterance is located. Results show that discourse markers are used as a cataphoric marker or an anaphoric marker. Each marker plays a role in focusing on the particular utterance that may be important to the listener. It is concluded that these discourse markers play an important role in conversation where the speaker and the listener meet certain social expectations in Japanese. Because it is difficult for many second language learners of Japanese to use discourse markers appropriately, it might be helpful for them to better understand the correct usage of discourse markers in order to communicate successfully with native speakers of Japanese. (Contains 16 references.) (KFT)

ED 454 738

FL 026 797

Oral Language Assessment in the Foreign Language Class (Planning, Conducting, Managing). The Positive Dream.

North Carolina State Dept. of Public Instruction, Raleigh, Instructional Services.

Pub Date—2001-00-00

Note—80p.; Produced by Northern Carolina DPI, Second Languages Instructional Services.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Classroom Techniques, Evaluation, Evaluation Criteria, \*Evaluation Methods, Measures (Individuals), \*Oral Language, \*Second Language Instruction, Second Language

Learning, \*Speech Communication, Speech Skills, \*Student Evaluation, Teacher Education, Testing

Identifiers—North Carolina

The focus of second language education is communication, and oral language is central to the teaching of foreign language at all levels. Oral language in the foreign language classroom is the most problematic of all skills to assess. Teachers' concerns can be divided in the following areas: (1) What to assess: form or content; (2) How to assess: subjectivity versus objectivity; and (3) When to assess and how to manage assessment. These questions form the basis of this guide. The guide is geared toward improving classroom instruction and student learning by focusing on assessing the speaking skill. It defines the differences between oral assessment and testing, outlines the different steps needed to create oral assessment tasks, and offers some possible suggestions for the administration and management of oral assessment in the classroom with many students. Chapter titles include the following: "Steps in Creating Authentic and Performance-Based Assessment Tasks"; "Determine Purpose of Assessment"; "Design the Task"; "Choose the Tools To Use in Assessment"; "Select the Criteria"; "Think about the Administration and the Management of the Assessment"; and "Interpret and Report the Results." (Contains 10 references.) (KFT)

ED 454 739

FL 026 798

Poole, Gloria T.

Application of the Theory of Multiple Intelligences to Second Language Learners in Classroom Situations.

Pub Date—2000-02-00

Note—33p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Classroom Techniques, Cognitive Processes, Elementary Education, \*Intelligence Quotient, Limited English Speaking, Multicultural Education, \*Multiple Intelligences, Second Language Instruction, \*Second Language Learning, Student Evaluation

This paper argues for the "nurture" side of the "nature versus nurture" debate of the nature of intelligence. It argues for the theory of multiple intelligences in relation to sociocultural and cognitive perspectives of second language learning. A brief historical overview of intelligence is presented, and classroom practices that lead to opportunities for successful learning experiences for limited English proficient students at the elementary school level are provided. Two appendices, "Informal Inventory of Multiple Intelligences" and "ESOL-Related Language and Content Area Needs across the Intelligences," are included. (Contains 35 references.) (KFT)

ED 454 740

FL 026 799

Hassan, Badran A.

Extraversion/Introversion and Gender in Relation to the English Pronunciation Accuracy of Arabic Speaking College Students.

Pub Date—2001-00-00

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Arabic, College Students, \*English (Second Language), \*Extraversion Introversion, Foreign Countries, Higher Education, \*Pronunciation, Second Language Instruction, Second Language Learning, \*Sex Differences, Speech Communication, Uncommonly Taught Languages

Identifiers—Egypt

The relationship between both extraversion/introversion and gender to the pronunciation accuracy of English as a foreign language was examined. Instruments for this study included a specifically developed introversion scale and an English language pronunciation accuracy test. Sub-

jects were third-year English language specialists. It was found that: (1) extraversion/introversion positively correlated with English pronunciation accuracy among Arabic speaking Egyptian college students; (2) male students outperformed female students in their performance of the pronunciation accuracy test; (3) extroverted students were more accurate in their English language pronunciation than introverted ones. Overall, this study has provided further evidence relating extraversion/introversion to better language learning, because it was found to be a significant predictor of pronunciation accuracy in English. However, the small and unscientific sample limits the study's scope for generalization. Several data-rich tables are provided throughout the text. "English Pronunciation Accuracy Form" in English and Arabic is included in appendices, as is an "Extraversion/Introversion: Social Characteristics and Learning Preferences" matrix. (Contains 53 references.) (KFT)

ED 454 741

FL 026 800

Hand in Hand with the Second Language Standard Course of Study, Fall 2000.

North Carolina State Dept. of Public Instruction, Raleigh, Instructional Services.

Pub Date—2000-00-00

Note—421p.; Produced by North Carolina DPI, Second Languages.

Available from—North Carolina Department of Public Instruction, Publications Sales, Room B75, 301 N. Wilmington Street, Raleigh, NC 27601-2825; Tel: 800-663-1250 (Toll Free); Fax: 919-715-1021.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC17 Plus Postage.

Descriptors—Class Activities, Classroom Techniques, \*Curriculum Development, Elementary Secondary Education, FLES, Instructional Design, \*Instructional Improvement, Learning Modules, Material Development, \*Second Language Instruction, Second Language Learning, Student Evaluation, Teacher Education, Teaching Methods, Worksheets

Identifiers—\*North Carolina

This guide is a companion document to the revised "Second Language Standard Course for Study," which was approved by the North Carolina State Board of Education in November 1999. It was designed to address needs that were identified by teachers and supervisors during the curriculum development process. The guide is divided into three sections. Section one addresses curriculum planning at the local level and suggests a process for developing a local curriculum and for creating units. It also provides some suggestions for teaching 20-minute elementary school foreign language classes or 90-minute blocked classes at the high school level. The second section identifies instructional strategies especially suitable for second language classes. It defines individual strategies and their benefits and explains ways to use them in the classroom. The third section includes sample lessons submitted by North Carolina elementary, middle, and high school foreign language teachers. The lessons are sample activities or projects that address more than one goal and objective. An appendix contains a publication order form. (Contains 29 references.) (KFT)

ED 454 742

FL 026 801

Dinapoli, Russell

Promoting Discourse with Task-Based Scenario Interaction.

Pub Date—2000-09-00

Note—10p.; Paper presented at the International Conference on Language for Specific Purposes (4th, Barcelona, Spain, September 7-9, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Class Activities, Cognitive Processes, Communicative Competence (Languages), Elementary Secondary Education, English (Second Language), \*English for Special Purposes, Foreign Countries, \*Interaction, Pragmatics, Second Language Instruction, Second



Language Learning, Speech Acts, \*Task Analysis, \*Teaching Methods, Tourism  
Identifiers—University of Valencia (Spain)

Tasks have become an essential feature of second language (L2) learning in recent years. Tasks range from getting learners to repeat linguistic elements satisfactorily to having them perform in "free" production. Along this task-based continuum, task-based scenario interaction lies at the point midway between controlled and semi-controlled extremes. This paper provides examples of how linguistic and pragmatic elements can be developed in natural discourse using a task-based system in the context of scenarios. The paper focuses on language for specific purposes (English for Tourism courses at the tertiary level), it is suggested that these methods can also be used in second language education. In second language learning, the quality and quantity of the learners' exposure to the target language is not nearly as intense as it was for first language acquisition. Planned and unplanned role-playing are explored as pedagogic tools, as well as how space for these devices can be created in the L2 classroom by inducing spontaneity and the use of tutorials. Data from the study is appended. (Contains 16 references.) (KFT)

**ED 454 743** FL 026 802

Breen, Michael P. Ed.

**Learner Contributions to Language Learning: New Directions in Research. Applied Linguistics and Language Study.**

Report No.—ISBN-0-582-40475-4

Pub Date—2001-00-00

Note—240p.

Available from—Pearson Education, 1900 East Lake Ave., Glenview, IL 60025 (\$32). Tel: 800-922-0579 (Toll Free); Web site: <http://www.pearsoned.com>.

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Active Learning, Language Teachers, \*Learner Controlled Instruction, \*Second Language Instruction, Second Language Learning, Student Role, \*Trend Analysis

This book provides both a review of what has been discovered from earlier research and identifies trends and future directions for future research on learner contributions to language learning. The book has an introduction, a postscript, and eight chapters and includes the following: "Introduction: Conceptualization, affect, and action in context"; "Individual cognitive/affective learner contributions and differential success in second language acquisition" (Diane Larsen-Freeman); "The role of learning strategies in second language acquisition" (Anna Uhl Chamot); "Metacognitive knowledge in SLA: the neglected variable" (Anita L. Wenden); "The metaphorical constructions of second language learners" (Rod Ellis); "The bleached bones of a story: learners' constructions of language teachers" (Rebecca L. Oxford); "Overt participation and covert acquisition in the language classroom" (Michael P. Breen); "(S)econd (L)anguage (A)ctivity theory: understanding second language learners as people" (James P. Lantolf and Aneta Pavlenko); "Non-participation, imagined communities, and the language classroom" (Bonny Norton); and "Postscript: New directions for research on learner contributions." Author and subject indexes are included. (Contains 582 references.) (KFT)

**ED 454 744** FL 026 806

Clark-Ridgway, Angela J.

**Foreign Language Students' Perceptions of Instructional Techniques That Promote Language Learning.**

Pub Date—2000-05-00

Note—108p.; Ph.D. Dissertation, Indiana State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

**EDRS Price - MF01/PC05 Plus Postage. PC Not Available from EDRS.**

Descriptors—Data Analysis, High Schools, \*Interviews, Literature Reviews, Second Language Instruction, Second Language Learning,

\*Student Attitudes, Student Reaction, Student Role, Student Surveys, \*Teaching Methods

The purpose of this study is to examine student perceptions of instructional techniques that promote language learning. The intent was to inform practice for current and future foreign language teachers. Eight major themes emerged from interviews with numerous advanced level foreign students from throughout central Indiana. These themes include the following: initial language learning, instructional games, classroom atmosphere, class camaraderie, spoken and written language, and assessment and cultural understanding. It was found that students are motivated to learn foreign languages through inclusion in ancillary activities, when provided with activities where interaction with the second language occurs, and are provided with structure, meaningful context, and a comfortable classroom environment. The dissertation includes an overview; a literature review; an explanation of the context, methodology, and modes of analysis of the research; an analysis of the data; a catalogue of instructional techniques that promote language learning; and a summary, discussion, and recommendations. An appendix contains a copy of the permission slip used to obtain the cooperation for the study of minors. (Contains 27 references.) (KFT)

**ED 454 745** FL 026 807

Matus-Mendoza, Mariadelaluz

**"Ahora" (Now) and "Ahorita" (Right Now) as Deictic Markers.**

Pub Date—2000-02-00

Note—15p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Language Section) (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communication (Thought Transfer), Dialogs (Language), Discourse Analysis, Foreign Countries, Interviews, Language Styles, \*Language Usage, Mexican Americans, Morphology (Languages), Second Language Instruction, \*Second Language Learning, Semantics, Spanish, Spanish Speaking

Identifiers—Mexico, United States

This study explores the different meanings of "ahora" (now) and "ahorita" (right now) in Spanish usage by a migrant community of mushroom pickers in Mexico and the United States. Both terms are used as temporal expressions in Mexican Spanish spoken on both sides of the border. They are discourse markers. After studying groups in each area, it is concluded that these terms have over time developed different meanings, mainly due to the relative isolation of the mushroom pickers. (KFT)

**ED 454 746** FL 026 808

Fernandez-Toro, Maria

**Training Learners for Self-Instruction.**

Centre for Information on Language Teaching and Research, London (England).

Report No.—ISBN-1-902031-02-4

Pub Date—1999-00-00

Note—106p.

Available from—Grantham Book Services Ltd., Isaac Newton Way, Alma Industrial Park Estate, Grantham, Lincs NG31 8SD, England (15 British pounds). Tel: 01476-541-080; Fax: 01476-541-061.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Class Activities, Classroom Techniques, \*Curriculum Development, Evaluation, Foreign Countries, Higher Education, \*Independent Study, Instructional Design, Material Development, Questionnaires, Second Language Instruction, \*Second Language Learning, Secondary Education, Self Evaluation (Individuals), Student Evaluation, Teacher Education, Teaching Methods, Worksheets

This book presents practical solutions for teaching foreign language learners self instruction, ranging from needs analysis to resourcing, strategy training and monitoring tools. Special emphasis is

placed on different ways in which learners can be supported by learning how to analyze their own needs and set their own goals, how to choose the most effective means to reach those goals, and how to monitor their own progress. Chapter titles include the following: "What is a Learner Training Programme?" "Aids for Goal Setting"; "Providing Learning Resources"; "Helping Learners Monitor Their Own Progress"; "The Learners' Response"; "Controlling Standards"; "A Few Questions for Future Development"; "Preferences"; and "Photocopiable Appendices." The references chapter is an annotated list of resources in print and electronic form. (Contains 31 references.) (KFT)

**ED 454 747** FL 026 809

Campos, Sonia E.

**"...In Mexico I'm Called a 'Gavacha' You Know? ...In the U.S. I'm Called a 'Spick' You Know? ...I'm Still Looked Down upon...." Marking Shared Cultural Knowledge through "You Know" Usage among Hispanic Females.**

Pub Date—2000-02-00

Note—30p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Language Section) (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Applied Linguistics, Communication (Thought Transfer), Cultural Education, Dialects, \*Discourse Analysis, \*Females, Foreign Countries, Hispanic American Culture, \*Hispanic Americans, \*Interviews, Language Styles, \*Language Usage, Morphology (Languages), Semantics, Sociolinguistics, Spanish, Spanish Speaking

Identifiers—Mexico, United States

This study analyzes the use and distribution patterns of the Discourse Marker (DM) "You Know" in interviews with members of a Hispanic folklore dance troupe. The study attempts to demonstrate how the use of this DM expresses identity among Hispanic females and if its use is affected by the ethnic labels each speaker uses. By assessing data from interviews conducted with 11 speakers and categorizing the DM "You Know" into four functions of meanings, results suggest that a self-identifying ethnic label, age, and personal background are determinants in the usage of the DM. (Contains 13 references and 3 tables.) (KFT)

**ED 454 748** FL 026 810

Mackiewicz, Wolfgang

**Learning Foreign Languages: Motives and Strategies.**

Pub Date—1998-10-00

Note—7p.; Paper presented at the European Cultural Foundation Seminar (Oegstgeest, Netherlands, October 9-11, 1998).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communicative Competence (Languages), Educational Objectives, Educational Policy, Foreign Countries, Language Attitudes, \*Language Planning, Public Policy, Second Language Instruction, \*Second Language Learning

Identifiers—\*Europe

This brief paper describes the policies, motives, objectives, strategies, practices, and approaches with respect to foreign language learning in Europe. It describes how policies have evolved from just viewing the learning of foreign languages as educationally valuable and not necessarily a process through which students acquire communicative ability in another language, to viewing it with the goal of learning to communicate effectively in another language. This newfound respect for language learning was justified by two goals: protecting Europe's linguistic and cultural diversity; and enabling Europeans to overcome the linguistic barriers resulting from this diversity. The subsequent policy had two principle aims: the development of communicative language competence, enabling the

learner to carry out tasks in real life, and the development of a communicative language competence in the form of plurilingual competence, that is communicative competence in several foreign languages. Various strategies are discussed, as are the many problems that must be overcome in the process of implementing this Europe-wide drive to encourage the learning of foreign languages. The special role of English and the particular needs arising from and the potential inherent in European integration are given special attention. (KFT)

## HE

ED 454 749

Gregorian, Vartan

### Report of the President.

Carnegie Corp. of New York, NY.

Pub Date—2000-00-00

Note—28p.; Reprinted from the 2000 Annual Report of the Carnegie Corporation of New York.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Donors, Higher Education, \*Non-profit Organizations, \*Partnerships in Education, \*Philanthropic Foundations, \*Private Financial Support, Volunteers

Identifiers—\*Carnegie (Andrew), Carnegie Corporation of New York

The occasion of the anniversary of Andrew Carnegie's transfer of wealth from business to philanthropy provides an opportunity to reflect on Carnegie's role in philanthropy and philanthropy's role, responsibilities, and challenges in the nation. Citizen philanthropy has been an important constituent of participatory democracy in the United States, and knowledge of the role of U.S. philanthropy gives a better understanding of the critical importance of public-private partnerships and citizen participation. Today, philanthropy is woven almost invisibly into the cultural fabric of the country. There are many individual wealthy donors, but what really makes U.S. philanthropy triumphant is its grassroots nature. Whether rich or poor, most Americans participate in philanthropy through volunteering time and money to a wide variety of causes. As the United States debates issues about wealth and inheritance, one hopes that public officials will act in the context of a full understanding of the tradition of U.S. philanthropy and its benevolent impact on society. A final concern is the need to reach out to the world at large. The United States cannot remain an island of prosperity in an ocean of scarcity. It is necessary to remember that while charity begins at home, it does not stay at home. (SLD)

ED 454 750

Micceri, Ted

### Facing the Inevitable: Adjuncts and Graduate Assistants Replace Rank Faculty in Undergraduate Instruction.

Pub Date—1996-05-00

Note—36p.; Paper presented at the Annual Meeting of the Association for Institutional Research (AIR) (36th, Albuquerque, NM, May 5-8, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Rank (Professional), \*Adjunct Faculty, \*College Faculty, \*Cost Effectiveness, Educational Trends, Graduate Students, Higher Education, Instruction, \*Nontenured Faculty, Part Time Faculty, \*Teaching Assistants, Undergraduate Students

Identifiers—\*University of South Florida

Reflecting the national trend toward less costly undergraduate education, ranked college faculty at the University of South Florida (USF) have generated steadily decreasing portions of total university instructional full-time equivalence (FTE), going from 72% in 1983 to 57% in 1994, while less costly graduate teaching assistants (GTAs) and adjuncts have replaced them. If this trend continues, by the year 2027, ranked faculty will generate less than 5%

of USF's instructional FTE. Increasing graduate enrollment puts pressure on faculty to serve these students even as it makes more GTAs available to teach undergraduates. Both adjuncts and GTAs cost considerably less than ranked faculty. Although distance education and technology-mediated instruction may reduce these effects, it is still expected that ranked faculty will play an increasingly smaller role in undergraduate education. USF should put first priority for the use of Associate and Full professors as teachers at the graduate and upper level undergraduate courses. It is worthwhile to consider GTAs as valuable resources, especially because many eventually become adjuncts. USF may want to consider multiyear, no tenure contracts to strengthen adjunct positions. (Contains 14 figures and 16 references.) (SLD)

ED 454 751

### Closing the Circle: Making Higher Education a Full Partner in Systemic Reform.

American Federation of Teachers, Washington, DC.

Pub Date—1995-00-00

Note—21p.; Produced by AFT, College-School Task Force on Student Achievement.

Available from—For full text: [http://www.aft.org/higher\\_ed/reports](http://www.aft.org/higher_ed/reports).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, \*Educational Change, Educational Policy, Elementary Secondary Education, \*Higher Education, \*Partnerships in Education, \*School Role, Standards, \*Systems Development

Identifiers—American Federation of Teachers, \*Reform Efforts

The American Federation of Teachers (AFT) believes that colleges and universities should play a central role in bringing the march to education reform to a successful conclusion. In this position paper, the Federation outlines a program to tackle the issues of standards, teaching, and accountability in education. For school reform to work, higher education must be a full partner. It is essential to develop policies under which colleges and universities make clear what entering students must know and be able to do and work with schools to ensure that the high school course of study and standards of achievement reinforce those needs. The first point is the formation of a partnership for higher standards and student achievement. This partnership will involve four steps related to K-12 partnerships, incorporation of higher education into the Goals 2000 process, curriculum collaboration, and raising the expectations of entering students at the college level. A second necessity is strengthening teacher education, and four steps are outlined to bring this about. Communication is the key to these efforts. A third requirement is enhancing college-level teaching and accountability through attention to counseling, college-level teaching, and goal-setting and accountability. The paper calls for new leadership roles for AFT affiliates in K-12 and higher education and increased technical assistance on the part of the national AFT Office for each of these three areas. Some specific details are given for each area. (SLD)

ED 454 752

HE 034 105

### Student Financial Aid Handbook, 2000-2001.

#### Volume 2: Institutional Eligibility.

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—311p.; For volume 1, see ED 446 541. For volumes 3-9, see HE 034 106-112. For the 1999-2000 handbook, see ED 431 376.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Compliance (Legal), Educational Finance, \*Eligibility, Federal Aid, \*Federal Programs, Federal Regulation, Government School Relationship, Grants, Higher Education, Program Administration, \*School Ac-

counting, \*Student Financial Aid, Student Loan Programs

The "Student Financial Aid Handbook" explains the policies and procedures required for institutions of higher education to administer federally funded student financial assistance programs properly. This volume focuses on institutional eligibility and explains how a school becomes eligible to participate in the Student Financial Assistance (SFA) programs and the administrative and fiscal requirements of participation. The chapters are: (1) "Institutional and Program Eligibility"; (2) "General Participation Requirements"; (3) "Administrative Capability"; (4) "Financial Responsibility"; (5) "Cash Management"; (6) "Return of Title IV Funds"; (7) "Consumer Information"; (8) "Record-keeping and Disclosure"; (9) "Agreements between Schools"; (10) "Applying for and Maintaining Participation in the SFA Programs"; (11) "Program Reviews and Audits"; and (12) "Distance Education." (SLD)

ED 454 753

HE 034 106

### Student Financial Aid Handbook, 2000-2001.

#### Volume 3: Pell Grant Programs.

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—105p.; For volume 1, see ED 446 541. For volumes 2-9, see HE 034 105-112. For the 1999-2000 Pell Grant reference portion of the "Student Financial Aid Handbook," see ED 435 310.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Compliance (Legal), Educational Finance, \*Eligibility, Federal Aid, \*Federal Programs, Federal Regulation, Grants, Higher Education, \*Student Financial Aid

Identifiers—\*Pell Grant Program

The "Student Financial Aid Handbook" explains the policies and procedures required for institutions of higher education to administer federally funded student financial assistance programs properly. This volume describes how a school calculates and pays Pell awards to eligible students and how it reports those payments to the Department of Education. The discussion covers what the school must do to process an eligible student's Pell award after the school has received documentation of the student's eligibility. The chapters are: (1) "Student Eligibility"; (2) "Calculating the Federal Pell Grant"; (3) "Pell Reporting"; (4) "Disbursing Pell Awards"; and (5) "Recalculations and Overpayments." (SLD)

ED 454 754

HE 034 111

### Student Financial Aid Handbook, 2000-2001.

#### Volume 8: Direct Loan and FFEL Programs.

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—77p.; For volume 1, see ED 446-541. For volumes 2-9, see HE 034 105-112. For the 1999-2000 handbook, see ED 431 376.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Compliance (Legal), Educational Finance, \*Eligibility, Federal Aid, \*Federal Programs, Federal Regulation, Grants, Higher Education, Paying for College, \*Student Financial Aid, \*Student Loan Programs

Identifiers—\*Federal Direct Student Loan Program, \*Stafford Student Loan Program

The "Student Financial Aid Handbook" explains the policies and procedures required for institutions of higher education to administer federally funded student financial assistance programs properly. This volume clarifies a school's responsibility with respect to Stafford and PLUS loans. These loans are offered through two delivery systems: the William D. Ford Federal Direct Loan (Direct Loan) Program and the Federal Family Education Loan (FFEL) Program. The borrower's eligibility is the same

under either program, but the procedures are different because funds for Direct Loans are provided to the school by the federal government, while loan funds under FFEL are usually provided by a private lender and are guaranteed by a state agency. The chapters are: (1) "Institutional Eligibility and Administrative Requirements for DL/FFEL"; (2) "Borrower Eligibility for DL/FFEL"; (3) "Determining the Loan Period"; (4) "Starting the Loan Process: The MPN & the School's Role"; (5) "Loan Counseling"; (6) "Payment to the Borrower"; and (7) "Following Up: After the Loan Is Made." (SLD)

**ED 454 755 HE 034 112**  
**Student Financial Aid Handbook, 2000-2001.**

**Volume 9: State Grant Programs.**  
 Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—23p.; For volume 1, see ED 446 541. For volumes 2-8, see HE 034 105-111. For the 1999-2000 handbook, see ED 431 376.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Compliance (Legal), Educational Finance, \*Eligibility, Federal Aid, Federal Programs, Federal Regulation, \*Grants, Higher Education, \*Scholarships, \*State Aid, \*Student Financial Aid, Student Loan Programs

Identifiers—Leveraging Educational Assistance Partnerships, Paul Douglas Teacher Scholarship Program, Robert C Byrd Honors Scholarship Program

The "Student Financial Aid Handbook" explains the policies and procedures required for institutions of higher education to administer federally funded student financial assistance programs properly. This volume describes student financial aid programs administered at the state level. Students must meet state eligibility criteria to receive assistance or benefits from these programs. Chapters describe each of three grant programs: (1) Leveraging Educational Assistance Partnership (LEAP) Program; (2) "Robert C. Byrd Honors Scholarship Program"; and (3) "Paul Douglas Teacher Scholarship Program." (SLD)

**ED 454 756 HE 034 113**

Geiger, Roger L., Ed.

**History of Higher Education Annual, 2000.**

Pennsylvania State Univ., University Park.

Report No.—ISSN-0737-2698

Pub Date—2000-00-00

Note—123p.; For Volume 19, see ED 446 479. Available from—Higher Education Program, The Pennsylvania State University, 300 Rackley Building, University Park, PA 16802-3201 (\$15). Tel: 814-863-0854; Web site: <http://www.ed.psu.edu/hied/annual.default.htm>.

Journal Cit—History of Higher Education Annual; v20 2000

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*College Admission, Educational Finance, \*Educational History, Foreign Countries, \*Higher Education, \*Intellectual Disciplines

Identifiers—Europe

This annual volume brings together papers related to the history of higher education in the United States and abroad. The papers are: (1) "Before and after Humboldt: European Universities between the Eighteenth and Nineteenth Centuries" (Robert Anderson); (2) "The Independent Intellectual as Academic Gadfly: One Variety of Anti-Academicism" (Hugh Hawkins); (3) "Rethinking Boundaries: The History of Women, Philanthropy, and Higher Education" (Andrea Walton); (4) "A Not So Distant Mirror: Great Depression Writings on the Governance and Finance of Public Higher Education" (Richard Novak and David Leslie); (5) "Exploring Our Professional Backyards: Toward Writing Recent History of American Colleges and Universities" (Roger L. Geiger, David B. Potts, and W. Bruce Leslie); and

(6) "Markets and History: Selective Admissions and American Higher Education since 1950" (Roger L. Geiger). Each paper contains references. An annotated list of recent dissertations in the history of higher education is included. (SLD)

**ED 454 757 HE 034 114**

Bachner, David J. Malone, Laurence J. Snider, Mary C.

**Learning Interdependence: A Case Study of the International/Intercultural Education of First-Year College Students.**

South Carolina Univ., Columbia. National Resource Center for the First-Year Experience and Students in Transition.

Report No.—ISBN-1-889271-35-7

Pub Date—2001-00-00

Note—212p.

Available from—National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia, SC 29208 (\$30). Tel: 803-777-6029; Fax: 803-777-4699.

Pub Type—Books (010) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Case Studies, \*College Freshmen, \*Cultural Awareness, Higher Education, International Education, \*Multicultural Education, \*Study Abroad

Identifiers—Hartwick College NY

This volume asserts that international and intercultural experiences are powerful vehicles for first-year college students to learn the perspectives and skills necessary to function interdependently in a rapidly changing and complex world. This thesis is developed through an in-depth case study of efforts to provide such learning opportunities in a project called the First-Year Intercultural Experience at Hartwick College, a 4-year liberal arts and sciences institution in Oneonta, New York. The focus is on one of the courses, "Europe in Transition," which included an off-campus component in Germany and France. Fifteen first-year students participated. Findings from the case study show the usefulness of working with young undergraduates and the importance of student-centered approaches to learning and teaching. The chapters are: (1) "The Context of Undergraduate Intercultural Education in the 21st Century"; (2) "An Overview of Hartwick College"; (3) "An Administrator's Perspective: The Development of the First-Year Intercultural Experience" (David Bachner); (4) "An Economics Professor's Perspective: Educational and Personal Considerations" (Laurence Malone); (5) "A Foreign Language Professor's Perspective: Educational and Personal Considerations" (Mary Snider); (6) "Student Perspectives: Learning Interdependence in an International Setting"; (7) "Evaluations of the First-Year Intercultural Experience"; and (8) "Five Conclusions about Learning Interdependence through the First-Year Intercultural Experience." An appendix contains sample syllabi and course descriptions for some other intercultural learning experiences. (Contains 91 references.) (SLD)

**ED 454 758 HE 034 115**

Chambers, Jack A., Ed.

**Selected Papers from the International Conference on College Teaching and Learning (12th, Jacksonville, Florida, April 2001).**

Florida Community Coll., Jacksonville. Center for the Advancement of Teaching and Learning

Pub Date—2001-04-00

Note—217p.; For the papers from the 11th conference, see ED 440 975.

Pub Type—Collected Works - General (020)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—College Faculty, \*College Students, \*Computer Uses in Education, \*Distance Education, \*Educational Technology, \*Higher Education, \*Online Systems, Technological Advancement

This collection contains the 20 best papers from a conference at which nearly 300 faculty members presented papers. Those that were selected by juried review include: (1) "Where Have You Been? A

Case Study of Successful Implementation of Undergraduate Online Learning Communities" (John Barnett); (2) "A Strange Sense of Disquietude: Understanding Resistance to Learning Technologies" (Sian Bayne and Ray Land); (3) "Designing Learning Experiences for Enabling Collaborative Discovery Online" (A. Faye Borthick); (4) "Humanizing the Interactive Video Conference Experience for Aboriginal Students" (W. Dean Care); (5) "Using Immersive Virtual Environments To Humanize the Learning Experience" (Karen Castro); (6) "Improving Pass Rates in Mathematics Using Interactive Computer Software" (Michelle R. Dedee); (7) "Enhancing Distance Learning with Multimedia: A Win-Win?" (Timothy J. Ellis and Maxine S. Cohen); (8) "Communication Technologies and Instructional Design" (Michelle R. Howard-Vital and Joanne E. Nottingham); (9) "A Problem-Solving Based Computer Use Course for Non-Majors" (William J. Joel); (10) "Whys and Hows of Teaching Effectively via Interactive Distance Learning" (Jo Jones, Linda Kutilek, Warren Flood, and Nikki Conklin); (11) "Borrowers and Thieves: Internet Plagiarism" (Kathleen King); (12) "Virtual Worlds in Large Enrollment Science Classes Significantly Improve Authentic Learning" (Phillip McClean, Bernhardt Saini-Eidukat, Donald P. Schwert, Brian M. Slaton, and Alan White); (13) "Using Streaming Video Technology in Teacher Education" (Edwin McClintock and Zhonghong Jiang); (14) "Anatomy-Physiology as an Intensive, Integrated Lecture/Lab Making It Work" (Holly J. Morris); (15) "Teaching Conceptual Physics through Technology" (V. Adam Niculescu and Peter Martin); (16) "Moving Forward: Merging Sound Pedagogical Concepts with Learning Technologies" (Julie A. Richardson and Anthony E. Turner); (17) "The Pedagogy of On-Line Instruction in Laboratory Science" (Larry Spears); (18) "A Laboratory for Incorporating Computer Science Theory with Real-World Interests and Difficulties" (Carl W. Steidley and R. Stephen Dannelly); (19) "Unfettered French: Learning Online without the Bounds of Space or Time" (Katherine Watson); and (20) "Caught Up in the Web Who Needs Professors, It's All on the Net" (Peter W. Wright). Each paper contains references. (SLD)

**ED 454 759 HE 034 116**

**Interim Performance Objectives. Progress Report, 3rd Quarter Fiscal Year 1999.**

Office of Student Financial Assistance (ED), Washington, DC.

Pub Date—1999-00-00

Note—7p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cost Effectiveness, Educational Finance, Higher Education, Needs Assessment, Paying for College, \*Planning, \*Public Agencies, \*Student Financial Aid, Student Loan Programs

Identifiers—\*Department of Education

This document contains a progress report on three categories of interim performance objectives outlined by the Office of Student Financial Assistance (OSFA) in winter 1999. These objectives were to: (1) improve customer service; (2) reduce the overall cost of delivering student aid; and (3) transform the OSFA into a performance-based organization. With regard to customer service, the OSFA completed its preparations for Y2K compliance and developed a Recipient Financial Management System and direct loan consolidation programs. Additional Web-based products and aids to filing for financial aid electronically were developed. To reduce the overall cost of delivering student aid, the OSFA improved the loan default recovery rate, joined a partnership to implement default management plans at historically black colleges and universities, and worked on the development of an integrated subsidiary-type financial management system. Various internal changes were being planned to help transform the OSFA into a performance-based organization. A chart outlines the number and dollars of student financial aid awarded or planned for fiscal years 1998 to 2000. (SLD)



ED 454 760

HE 034 117

Karabenick, Stuart A.

**Seeking Help in Large College Classes: Who, Why, and from Whom?**

Pub Date—2001-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Patterns, \*Class Size, \*College Students, Factor Analysis, \*Help Seeking, Higher Education, Student Attitudes

To increase the understanding of help seeking by college students in large classes, this study examined the help-seeking attitudes, intentions, and goals, and the preferred helping resources of 883 college students. Factor analysis suggested that students could be parsimoniously described by two help-seeking orientations: (1) strategic/adaptive, the degree to which students sought instrumental help from teachers rather than peers; and (2) avoidant, the extent that students felt threatened by and avoided seeking help that if obtained would reduce their workload. A person-centered hierarchical cluster analysis indicated that 17% of the students could be classified as strategic/adaptive and 23% described as help-seeking avoidant. Students with higher strategic/adaptive orientation were more anxious, performed more poorly, and used more organizational and metacognitive strategies, but relied less on rehearsal. Help-seeking avoidant orientation was directly related to the level of mastery avoidance and both performance approach and performance avoidance achievement goals. Discussion focuses on suggestions for college students in, and instructors of, large college classes and on implications of the results for help-seeking, self-regulation, and achievement goal theory. Some items from the questionnaire developed for the study are included. (Contains 42 references and 6 tables.) (SLD)

ED 454 761

HE 034 118

Herman, William E.

**Student Organization of Psychological Content as a Predictor of College Classroom Success.**

Pub Date—2001-06-14

Note—21p.; Paper presented at the Annual Meeting of the American Psychological Society Institute on the Teaching of Psychology (8th, Toronto, Ontario, Canada, June 14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*College Students, \*Course Content, Higher Education, \*Knowledge Level, \*Organization, Prediction, \*Psychology, Theories

The organization of knowledge has been identified as a crucial element for the facilitation of learning based on theories of teaching for understanding, information processing, schemata development, and constructivism. This study reports on the validation of a teaching and learning tool through an investigation in which 44 college students attempted to list the names of 21 psychological theories and 52 conceptual terms covered in a psychology course on a grid chart that included these psychological viewpoints: psychoanalytic, behavioristic, humanistic, and cognitive. Correct answers for the names of theorists and concepts under the proper headings were positively related to class examination performance at statistically significant levels. Error scores were not found to be statistically significant in relation to class achievement. The results support the belief that students who correctly organized psychological knowledge tended to be more likely to achieve success in the course. Three appendixes contain the list of theorists and concepts and the learning task grid sheet and answer key. (Contains 1 table and 13 references.) (SLD)

ED 454 762

HE 034 119

Henkin, Alan B. Dee, Jay R. Manzo, Louis

**Institutional Identity, Pressures for Change, and Executive Leadership at U.S. Catholic Colleges and Universities.**

Pub Date—2001-02-00

Note—19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 14-17, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Freedom, Attitudes, \*Catholic Schools, \*Church Related Colleges, \*College Presidents, \*Educational Change, Higher Education, \*Institutional Autonomy, Surveys, Universities

This study focused on how U.S. Catholic college and university presidents view the relationship between the Catholic church and Catholic institutions of higher education. The specific focus was on college and university presidents' perceptions of "Ex Corde Ecclesiae," a set of mandates issued by Pope John Paul II in 1990 and approved for implementation in the United States in 2001. One-fourth of the 44 respondents viewed "Ex Corde" as incompatible with academic freedom. One-third of the respondents viewed "Ex Corde" as incompatible with institutional autonomy. Presidents of large institutions were more likely to express concerns about the effects of "Ex Corde" on institutional autonomy and faculty recruitment. Clergy presidents and lay presidents did not differ in their views about the mandates. The survey also reveals concerns regarding the position of Catholic colleges within a competitive student choice market. (Contains 1 figure and 21 references.) (Author/SLD)

ED 454 763

HE 034 120

**Student Financial Aid Handbook, 2001-2002.****Volume 1: Student Eligibility.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—139p.; For volumes 2-9, see HE 034 121-128.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Educational Finance, \*Eligibility, \*Federal Aid, \*Financial Aid Applicants, Grants, Higher Education, Need Analysis (Student Financial Aid), Parents, Paying for College, Student Financial Aid, Student Loan Programs, Work Study Programs

This volume describes the eligibility requirements for student and parent borrowers from federal financial aid programs. It reviews the factors an aid administrator must consider when reviewing a student's application for a loan and outlines the administrator's responsibilities in checking to make sure that recipients qualify for their aid awards. The guide also describes changes made to this edition. The primary changes are the elimination of the paper financial aid transcript, its replacement with the transfer monitoring process, and the new regulations establishing a 3-year conditional period for cancellation of Student Financial Aid (SFA) loans due to total and permanent disability. Some other changes are described. The sections of the volume are: (1) "School-Based Requirements"; (2) "Citizenship"; (3) "NSLDS Financial Aid History"; (4) "Social Security Matches"; (5) "Selective Service"; (6) "Expected Family Contribution"; (7) "Financial Need and Packaging"; and (8) "Overawards and Overpayments." (SLD)

ED 454 764

HE 034 121

**Student Financial Aid Handbook, 2001-2002.****Volume 2: Institutional Eligibility and Participation.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—350p.; For volume 1, see HE 034 120. For

volumes 3-9, see HE 034 122-128.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC14 Plus Postage.**

Descriptors—\*Colleges, Eligibility, \*Federal Aid, Financial Aid Applicants, Grants, Higher Education, \*Institutional Characteristics, Need Analysis (Student Financial Aid), \*Participation, Paying for College, Student Financial Aid, Student Loan Programs, Work Study Programs

The purpose of this publication is to describe how a school becomes eligible to participate in the Student Financial Assistance (SFA) programs and to explain the administrative and fiscal requirements of SFA program participation. In addition, this publication discusses other issues relevant to the general administration of the SFA programs. Major changes are summarized by chapter. The chapters are: (1) "Institutional and Program Eligibility"; (2) "General Participation Requirements"; (3) "Administrative Capability"; (4) "Financial Responsibility"; (5) "Cash Management"; (6) "Return on Title IV Funds"; (7) "Consumer Information"; (8) "Recordkeeping and Disclosure"; (9) "Agreements between Schools"; (10) "Applying for and Maintaining Participation in the SFA Programs"; (11) "Program Integrity"; and (12) "Distance Education." (SLD)

ED 454 765

HE 034 122

**Student Financial Aid Handbook, 2001-2002.****Volume 3: Pell Grant Program.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—100p.; For volumes 1 and 2, see HE 034 120-121. For volumes 4-9, see HE 034 123-128.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Eligibility, \*Federal Aid, Financial Aid Applicants, \*Grants, Higher Education, Need Analysis (Student Financial Aid), Paying for College, \*Student Financial Aid, Student Loan Programs, Work Study Programs

Identifiers—\*Pell Grant Program

This volume describes how a school calculates and pays Pell awards to eligible students and how it reports those payments to the Department of Education. The discussion covers what the school must do to process an eligible student's Pell award after the school has received documentation of the student's eligibility. The Federal Pell Grant Program provides grants to undergraduate students who have financial need and meet the other requirements for Student Financial Assistance (SFA) help. Schools do not have to make decisions about Pell awards; the Department of Education pays Pell funds to eligible students, and formulas determine how much each student receives. The volume contains these chapters: (1) "Introduction"; (2) "Student Eligibility"; (3) "Calculating the Federal Pell Grant"; (4) "Pell Reporting"; (5) "Disbursing Pell Awards"; and (6) "Recalculations and Overpayments." (SLD)

ED 454 766

HE 034 123

**Student Financial Aid Handbook, 2001-2002.****Volume 4: Campus-Based Common Provisions.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—21p.; For volumes 1-3, see HE 034 120-122. For volumes 5-9, see HE 034 124-128.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Eligibility, \*Federal Aid, \*Financial Aid Applicants, Grants, Higher Education, Need Analysis (Student Financial Aid), Paying

for College, Student Financial Aid, \*Student Loan Programs, \*Work Study Programs  
Identifiers—\*Perkins Loan Program, Supplemental Educational Opportunity Grants

The Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study (FWS) programs are called "campus-based" programs because each school is responsible for administering them on its own campus. A school applies for and receives funds direct from the U.S. Department of Education, and the school's financial aid administrator is responsible for ensuring that eligible students receive program funds according to the provisions of the law and regulations. This volume covers the provisions common to the Perkins Loan, FSEOG, and FSW programs. The next three volumes cover each of these programs individually and contain a description of each program. Chapter 1, "Fiscal Procedures & Record Requirements," discusses the reports and records required and the administrative cost allowance. Chapter 2, "Selecting Recipients," reviews general eligibility requirements for students receiving funds under these programs. Chapter 3, "Awarding Campus-Based Aid," discusses need-analysis formulas, resources available, and overawards and overpayments. (SLD)

**ED 454 767** HE 034 124

**Student Financial Aid Handbook, 2001-2002.**

**Volume 5: Perkins Loans.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—105p.; For volumes 1-4, see HE 034 120-123. For volumes 6-9, see HE 034 125-128.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-2748 (Toll Free), Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Eligibility, \*Federal Aid, \*Financial Aid Applicants, Higher Education, Need Analysis (Student Financial Aid), Paying for College, Student Financial Aid, \*Student Loan Programs

Identifiers—\*Perkins Loan Program

The Federal Perkins Loan Program comprises Perkins Loans, National Direct Student Loans (NDSLs), and National Defense Student Loans (Defense Loans). Perkins Loans and NDSLs are low-interest (currently 5%), long-term loans made through school financial aid offices to help needy undergraduate and graduate students pay for postsecondary education. No new Defense Loans are being made, but a few are still in repayment. This document explains the Perkins Loan Program for financial aid administrators. Recent changes in the Perkins program are highlighted. These involve a number of issues related to eligibility, repayment, and default. The introduction describes the various loan types and recent changes to the regulations. Chapter 1, "Participation, Fiscal Procedures, and Records," describes the funds and records schools must maintain. Chapter 2 reviews student eligibility requirements, and chapter 3 discusses making and disbursing loans. Repayment is the subject of chapter 4, and forbearance and deferment of loan repayment are the subjects of chapter 5. Chapter 6 outlines cancellation procedures, including those for canceling loans for teachers. Chapter 7 discusses due diligence in billing and collection, and chapter 8 reviews the procedures for loan default. Appendix A discusses Perkins Loan and NDSL promissory notes, and Appendix B contains an addendum to the promissory note. (SLD)

**ED 454 768** HE 034 125

**Student Financial Aid Handbook, 2001-2002.**

**Volume 6: Federal Work-Study.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—57p.; For volumes 1-5, see HE 034 120-124. For volumes 7-9, see HE 034 126-128.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll

Free), Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Eligibility, \*Federal Aid, \*Financial Aid Applicants, Higher Education, Need Analysis (Student Financial Aid), Paying for College, \*Student Financial Aid, \*Work Study Programs

The Federal Work-Study (FWS) Program encourages the part-time employment of undergraduate and graduate students who need the income to help pay the cost of their education and encourages FWS recipients to participate in community service activities. This volume describes the ways schools are required to use money from their FWS Program funds to compensate students employed in community service jobs. The chapters of this volume are: (1) "Participation, Fiscal Procedures, and Records"; (2) "Selecting Recipients & Assigning Jobs"; (3) "Calculating FWS Awards"; (4) "Paying Students"; (5) "Types of Employment"; and (6) "Job Location & Development." Two appendices contain a model "off-campus" agreement and a needs assessment for FWS Community Service programs. (SLD)

**ED 454 769** HE 034 126

**Student Financial Aid Handbook, 2001-2002.**

**Volume 7: Federal Supplemental Educational Opportunity Grants.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—18p.; For volumes 1-6, see HE 034 120-125. For volumes 8-9, see HE 034 127-128.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free), Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Eligibility, \*Federal Aid, \*Financial Aid Applicants, Higher Education, Need Analysis (Student Financial Aid), Paying for College, Student Financial Aid, \*Student Loan Programs

Identifiers—\*Supplemental Loans for Students Program

The purpose of the Federal Supplemental Educational Opportunity Grant (FSEOG) program is to encourage schools to provide grants to exceptionally needy undergraduate students to help pay for postsecondary education. Giving priority to applicants with exceptional financial need, schools selecting FSEOG recipients must use the selection criteria discussed in this volume. Some recent changes to FSEOG regulations are highlighted. These focus on allocating funds to part-time or independent students. Chapter 1, "Participation, Fiscal Procedures, and Records," discusses the obligations of schools handling FSEOG funds. "Selecting Recipients," chapter 2, presents eligibility requirements and categories of students. Chapter 3, "Payments to Students," discusses requirements for disbursements. (SLD)

**ED 454 770** HE 034 127

**Student Financial Aid Handbook, 2001-2002.**

**Volume 8: Direct Loan and FFEL Programs.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—75p.; For volumes 1-7, see HE 034 120-126. For volume 9, see HE 034 128.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free), Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Eligibility, Federal Aid, Financial Aid Applicants, Higher Education, Need Analysis (Student Financial Aid), Paying for College, \*Student Financial Aid, Student Loan Programs, Work Study Programs

Identifiers—\*Family Education Loan Program, \*Federal Direct Student Loan Program

This volume describes the institutional eligibility and administrative requirements for the William D. Ford Federal Direct Loan (Direct Loan) Program and the Federal Family Education Loan (FFEL)

Program. The borrower's eligibility is the same under either program, but the procedures are different because funds for Direct Loans are provided directly to the school by the federal government, while loan funds under FFEL are usually provided by a private lender and are guaranteed by a state agency. Only minor changes were made to regulations related to these loan programs for 2001-2002, but they are included in this volume. The chapters are: (1) "Institutional Eligibility and Administrative Requirements for DL/FFEL"; (2) "Borrower Eligibility for DL/FFEL"; (3) "Determining the Loan Period"; (4) "Starting the Loan Process: The MPN & the School's Role"; (5) "Loan Counseling"; (6) "Payment to the Borrower"; and (7) "Following Up: After the Loan Is Made." (SLD)

**ED 454 771** HE 034 128

**Student Financial Aid Handbook, 2001-2002.**

**Volume 9: State Grant Programs.**

Department of Education, Washington, DC. Student Financial Assistance.

Pub Date—2001-00-00

Note—25p.; For volumes 1-8, see HE 034 120-127.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free), Web site: <http://www.ifap.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Eligibility, Federal Aid, Financial Aid Applicants, \*Grants, Higher Education, Need Analysis (Student Financial Aid), Paying for College, \*State Programs, \*Student Financial Aid, Student Loan Programs, Work Study Programs

This volume describes federal student financial aid programs that are administered at the state level. Students must meet state eligibility criteria to receive assistance or benefits from these programs. The state grant programs are: (1) Leveraging Educational Assistance Partnership (LEAP) Program; (2) Special Leveraging Educational Assistance Partnership; (3) Robert C. Byrd Honors Scholarship Program; and (4) Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Chapter 1 describes the LEAP program, discussing student eligibility and administrative procedures, and chapter 2 discusses the Robert C. Byrd Honors Scholarship Program. (SLD)

**ED 454 772** HE 034 129

*Graubard, Stephen R., Ed.*

**The American Academic Profession.**

Report No.—ISBN-0-7658-0646-0

Pub Date—2001-00-00

Note—352p.; Augmented version of an issue of "Daedalus," Fall 1997, American Academy of Arts and Sciences.

Available from—Transaction Publishers, 390 Campus Drive, Somerset, NJ 07830 (\$29.95).

Tel: 888-999-6778 (Toll Free); Web site: <http://www.transactionpub.com>.

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—\*College Faculty, College Role, Colleges, \*Educational Change, \*Futures (of Society), Graduate Study, \*Higher Education, \*Teaching (Occupation)

This collection focuses on the forces that have worked together to create the U.S. system of higher education. Contributors consider the development of the university system, the present role of the university, and the future of higher education. The chapters are: (1) "How the Academic Profession Is Changing" (Arthur Levine); (2) "Small Worlds, Different Worlds: The Uniqueness and Troubles of American Academic Professions" (Burton R. Clark); (3) "The Elusive Academic Profession: Complexity and Change" (Francis Oakley); (4) "Uncertainties in the Changing Academic Profession" (Walter E. Massey); (5) "Stewards of Opportunity: America's Public Community Colleges" (Patrick M. Callan); (6) "Public Universities as Academic Workplaces" (Patricia J. Gumpert); (7) "Survival of the Fittest? Postgraduate Education and the Professoriate at the Fin de Siecle" (R. M. Douglas); (8) "Reflections on the Culture Wars"

(Eugene Goodheart); (9) "A Blow Is Like an Instrument" (Charles Bernstein); (10) "The Science Wars and the Future of the American Academic Profession" (Jay A. Labinger); (11) "The Scientist as Academic" (Cheryl B. Leggon); (12) "The 'Place' of Knowledge in the American Academic Profession" (Sheldon Rothblatt); (13) "Border Crossings: Organizational Boundaries and Challenges to the American Professoriate" (Theodore R. Mitchell); (14) "The Development of Information Technology in American Higher Education" (Martin Trow); and (15) "An International Academic Crisis? The American Professoriate in Comparative Perspective" (Phillip G. Altbach). Each chapter contains endnotes. (SLD)

**ED 454 773** HE 034 130

Stanley, Julian C. Sandhofer, Lois S.  
College Graduation before Age 19, Especially  
at Johns Hopkins University, 1876-1997.  
Pub Date—1997-11-00

Note—32p.  
Pub Type—Reports - Descriptive (141)  
EDRS Price—MF01/PC02 Plus Postage.  
Descriptors—\*Academically Gifted, \*Acceleration (Education), Advanced Students, \*College Graduates, Higher Education, \*Time to Degree, \*Young Adults  
Identifiers—\*Johns Hopkins University MD

This paper describes some students, especially at Johns Hopkins University, Maryland, who have graduated from college 3 or more years before the usual age of 22 or older. Such early graduation is not common, but neither is it extremely rare. Some young graduates seem to have been propelled through college under parental pressure, while others have had facilitative parents who simply helped the child use his or her intellectual precocity well. At Johns Hopkins University, a study was reported in 1982 that described the accomplishments of a number of young graduates. Since that time, 25 more students have completed a bachelor's degree before their 19th birthday. The youngest to graduate from Hopkins graduated at age 15 years 7 months, having graduated from high school at age 12. Young men are more likely to graduate from Hopkins early than are young women, although Johns Hopkins did not graduate its first female undergraduates until 1972. Johns Hopkins had led most other major universities in its flexible age admissions policies. Young applicants are screened carefully, but they need not be high school graduates. Overall, these young graduates have gone on to successful careers, often in academia or medicine. (SLD)

**ED 454 774** HE 034 131

Lachler, Ulrich  
Education and Earnings Inequality in Mexico.  
Policy Research Working Papers.

World Bank, Washington, DC.  
Report No.—WB-PRWP-1949  
Pub Date—1998-07-00  
Note—30p.  
Available from—World Bank, 1818 H Street, N.W., Washington, DC 20433. Tel: 202-473-7776. For full text: <http://wbn0018.worldbank.org>.

Pub Type—Reports - Evaluative (142)  
EDRS Price—MF01/PC02 Plus Postage.  
Descriptors—Education Work Relationship, \*Educational Attainment, Foreign Countries, \*Income, \*Labor Force, \*Paying for College, Policy Formation, Public Policy, \*Student Loan Programs, Technological Advancement  
Identifiers—\*Mexico

Educational attainment levels increased dramatically for Mexico's labor force in the 1980s and early 1990s. In parallel, the country experienced a pronounced increase in earnings inequality from 1984 to 1994, reflected in a higher dispersion of wages and an absolute decline in the real incomes of less educated, poorer Mexicans. This situation presents policymakers with a tradeoff between efficiency considerations (favoring increased spending on higher education) and equity considerations (favoring a more equal distribution of per student spending) in the allocation of fiscal resources to education. This analysis concludes that the accumulation of human capital, as proxied by educational

attainment, does not appear to be among the factors responsible for Mexico's disappointing growth performance since the early 1980s. The most persuasive hypothesis explaining this increased earnings inequality is that it is caused by an increased rate of skill-biased technological change, the transmission of which to developing countries may have been facilitated by the increased openness of those economies. The increased earnings inequality is associated with a higher dispersion of the average wages received by workers with different schooling attainment. This raised the private rates of return to higher levels of education, in effect reversing the traditional pattern of rates of return, where the highest rates are reported for the primary level. The social rates of return also show this reversal in the relative magnitude of rates of return. The solution the paper recommends is for the government progressively to pass on a greater share of the costs of higher education to its direct beneficiaries, while facilitating the private absorption of those costs through student loan programs designed to correct market failures in the financial sector. An annex contains technical notes on calculating the rate of return. (Contains 3 figures, 12 tables and 24 references.) (SLD)

**ED 454 775** HE 034 132

OPPAGA Justification Review [of the] State  
University System, Florida Department of  
Education.

Florida State Legislature, Tallahassee. Office of  
Program Policy Analysis and Government Accountability.

Report No.—OPPAGA-R-01-28  
Pub Date—2001-05-00

Note—59p.; "This review was conducted by Dick Brand, John Hughes, Ben Powell, and Martha C. Wellman under the supervision of Jane Fletcher."

Available from—OPPAGA Report Production,  
111 W. Madison St., Tallahassee, FL 32399-  
1475. Tel: 850-488-0021; Tel: 800-531-2477  
(Toll Free); Fax: 850-487-3804. Web site: <http://www.oppaga.state.fl.us/>.

Pub Type—Reports - Evaluative (142)  
EDRS Price—MF01/PC03 Plus Postage.  
Descriptors—Academic Achievement, \*Cost Effectiveness, \*Higher Education, \*Instructional Effectiveness, Program Evaluation, Public Service, Research Universities, \*State Government, State Universities

Identifiers—\*State University System of Florida

State law requires the Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) to conduct a program evaluation and justification review of the Florida State University System. To fulfill its mission and purposes, the Board of Regents and the state universities developed three programs: instruction, research, and public service. This report analyzes each of the three programs and makes recommendations for improving productivity and cost-effectiveness in each area. The Florida State University System is composed of 10 universities that serve more than 140,000 full-time equivalent students annually. In July 2001, the university system's governance will change from the Board of Regents to the Florida Board of Education, with a chancellor and local boards of trustees for each institution. The evaluators used a variety of sources and methods to consider the three university programs and to make recommendations. To help ensure that the instructional program continues to add value, it is recommended that universities determine the characteristics of students who take excess hours and the major reasons contributing to excess hours. Universities should then consider implementing some specific strategies described in this report or develop others to decrease the excess hours taken by students. The Legislature should also develop a mechanism to better coordinate the development of distance learning courses. To ensure that the research and public service programs are accountable and provide useful information to the Legislature, the Florida Board of Education and the Chancellor of Colleges and Universities should work to develop performance standards to describe who benefits from research and public service

projects. Some other suggestions are made for increased accountability and the dissemination of information about research and public service projects. The first appendix contains a chart of performance-based program budgeting measures for fiscal year 2000-2001. The second appendix contains the response to this report from the State University System of Florida. (SLD)

**ED 454 776** HE 034 133

HEFCE Strategic Plan, 2001-06. Report.  
Higher Education Funding Council for England,  
Bristol.

Report No.—HEFCE-01/43

Pub Date—2001-07-00

Note—40p.

Available from—Higher Education Funding  
Council for England, Northavon House, Cold-  
harbour Lane, Bristol BS16 1QD. Tel: 0117-  
931-7317; Fax: 0117-931-7203; Web site: <http://www.hefce.ac.uk>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not

Available from EDRS.

Descriptors—Colleges, Cost Effectiveness, Diversity (Student), \*Educational Finance, Educational Planning, Foreign Countries, \*Higher Education, Partnerships in Education, Research, \*Strategic Planning

Identifiers—\*England

This document outlines the strategic plan of the Higher Education Funding Council for England (HEFCE) for the years 2001 through 2006. The mission of the HEFCE is to promote and fund high quality, cost-effective teaching and research, meeting the diverse needs of students, the economy, and society. To achieve this mission, the HEFCE intends to develop and sustain effective partnerships with institutions, employers, other funding bodies, and professional bodies. The HEFCE also plans to advise government and other stakeholders on higher education issues and to help make known the opportunities offered by higher education. The HEFCE also aims to promote and support interaction between higher education and business. To support high quality cost effective teaching and research, the HEFCE will promote high standards of education and research and promote effective financial and human resource management. With regard to diversity, the HEFCE will encourage institutions to increase access, secure equal opportunities, support lifelong learning, and maximize achievement for all who can benefit from higher education. The HEFCE also plans to maintain and encourage the development of a wide variety of institutions with a diversity of missions for diverse students. Appendix A contains financial and resource information, and Appendix B charts progress toward key performance targets published in HEFCE's 2000-05 strategic plan. Appendix C is a glossary. (SLD)

**ED 454 777** HE 034 135

Jarvis, Peter  
Universities and Corporate Universities: The  
Higher Learning Industry in Global Society.

Report No.—ISBN-0-7494-3404-X

Pub Date—2001-00-00

Note—166p.

Available from—Stylus Publishing Inc., 22883  
Quicksilver Drive, Sterling, VA 20166-2012  
(hardback: ISBN-0-7494-3403-1, \$59.95; pa-  
perback: ISBN-0-7494-3404-X, \$29.95); Tel:  
800-232-2334 (Toll Free); Web site: <http://www.styluspub.com>.

Pub Type—Books (010) — Reports - Evaluative  
(142)

Document Not Available from EDRS.

Descriptors—\*Corporate Education, Educational History, Global Approach, Higher Education, \*Private Sector, \*School Business Relationship, \*Universities

This book offers a sociological analysis of what has occurred in the university sector of higher education since globalization expanded in the 1970s. It examines the nature of globalization and considers the emergence of the corporate universities and their roles in higher education in the future. The chapters are: (1) "Universities under Pressure"; (2) "Globalization and Its Implications"; (3) "Knowl-



edge and the Knowledge Society"; (4) "From Teaching to Learning"; (5) "Universities and the Learning Society"; (6) "The Corporate University (Academy) of the University"; (7) "The Corporate University"; (8) "The Lifelong Learning Industry"; and (9) "What Is the University?" (Contains 255 references.) (SLD)

ED 454 778 HE 034 136

Dominowski, Roger L.

**Teaching Undergraduates. The Educational Psychology Series.**

Report No.—ISBN-0-8058-2989-X

Pub Date—2002-00-00

Note—182p.

Available from—Lawrence Erlbaum Associates, Inc., Publishers, 10 Industrial Avenue, Mahwah, NJ 07430 (\$18.50). Tel: 800-926-6579 (Toll Free); Web site: <http://www.erlbaum.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—College Faculty, Educational Planning, Educational Theories, Ethics, Higher Education, Learning, Memory, Professional Development, \*Teaching Methods, \*Undergraduate Students, \*Undergraduate Study

This guide is designed to help college teachers plan their undergraduate courses and deliver high-quality instruction. It covers course planning, learning and memory, the essentials of teaching, and professional and ethical issues. The chapters are: (1) "Course Planning"; (2) "Understanding Attention and Working Memory"; (3) "Learning and Remembering"; (4) "Teaching Thinking"; (5) "Selecting Textbooks"; (6) "Lectures and Discussions"; (7) "Writing Assignments"; (8) "Test Construction"; (9) "Grading Systems"; (10) "Ethical Issues and Special Situations"; and (11) "Student Evaluations and Improving Instruction." (Contains 151 references.) (SLD)

ED 454 779 HE 034 137

**Ten Years After and Looking Ahead: A Review of the Transformations of Higher Education in Central and Eastern Europe. Studies on Higher Education.**

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-9069-159-X

Pub Date—2000-00-00

Note—410p.

Available from—European Centre for Higher Education, 39, Stirbei Voda St., 70732 Bucharest, Romania. Web site: [http://www.un.ro/unesco\\_cepes.html](http://www.un.ro/unesco_cepes.html).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors—Case Studies, \*Colleges, \*Educational Change, Foreign Countries, Higher Education, Institutional Characteristics, \*Political Influences

Identifiers—\*Europe (Central), Europe (East), Reform Efforts

This volume consists of representative case studies from institutions in Central and Eastern European countries engaged in the reform of higher education. The case studies are structured with the aid of a questionnaire completed by the contributors. The studies are: (1) "Bulgaria: The University of Ruse—Institutional Change in the Bulgarian Context" (Polixenia Slavova); (2) "The Czech Republic: The Technical University of Liberec" (David Lukas); (3) "Estonia: The University of Tartu" (Jaak Aaviksoo); (4) "Hungary: St. Stephen University, Godollo" (Peter Debreczeni); (5) "Latvia: The University of Latvia" (Alina Grzibovska); (6) "Lithuania: The Kaunas Institute of Technology" (Kestutis Krisciunas); (7) "Poland: The Leon Kozminski Academy of Entrepreneurship and Management" (Andrzej K. Kozminski); (8) "Poland: The Warsaw University of Technology" (Wlodzimierz Kurnik); (9) "Romania: The Alexandru Ioan Cuza University of Iasi" (Gheorghe Popa); (10) "Romania: Babes-Bolyai University of Cluj-Napoca" (Andrei Margu); (11) "The Slovak Republic: The University of Economics in Bratislava"

(Juraj Stern); and (12) "Slovenia: The University of Ljubljana" (Jozse Mencinger). An essay by Peter Scott, "Higher Education in Central and Eastern Europe," summarizes and synthesizes the studies. Each chapter contains references. (Contains 24 tables and 9 figures.) (SLD)

ED 454 780 HE 034 138

Meloy, Judith M.

**Writing the Qualitative Dissertation: Understanding by Doing. Second Edition.**

Report No.—ISBN-0-8058-3289-0

Pub Date—2002-00-00

Note—224p.; For the first edition, see ED 374 753.

Available from—Lawrence Erlbaum Associates, Inc., Publishers, 10 Industrial Avenue, Mahwah, NJ 07430 (paperback: ISBN-0-8058-3289-0, \$19.95; clothbound: ISBN-0-8058-3288-2, \$49.95). Tel: 800-926-6579 (Toll Free); Fax: 201-236-0072; Web site: <http://www.erlbaum.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Doctoral Dissertations, Expository Writing, Higher Education, \*Qualitative Research, \*Research Methodology, Technical Writing, Writing (Composition), Writing for Publication

This book describes how it feels and what it means to do qualitative research, and it provides support for doctoral students who choose this form of inquiry for their dissertation research. It serves as a guide to the processes and procedures involved in writing the qualitative dissertation. The reflections of research correspondents are the data source for the book, which contains these chapters: (1) "Understanding by Finishing: The End Is the Beginning"; (2) "Understanding by Beginning: What Does a Qualitative Dissertation Look Like?"; (3) "Understanding at the Beginning: Selecting and Working with a Committee and an Advisor"; (4) "Understanding by Proposing: Preparing and Defending"; (5) "Supporting Understanding: Maximizing Resources"; (6) "Understanding by Focusing: Ownership, Autobiography, Ethics"; (7) "Understanding by Writing: Voice, Emotional Journey, Journals"; (8) "Understanding by Doing: Methodology, Analysis, and So Forth"; (9) "Understanding by Finishing: Defining The End"; and (10) "Understanding by Ending: Beginning with Endings." Three appendixes contain brief sketches of the research correspondents, sample tables of contents, and a letter by Barbara Smith Reddish. (Contains 105 references.) (SLD)

ED 454 781 HE 034 139

Marks, Joseph L.

**Fact Book on Higher Education. Condensed Edition.**

Southern Regional Education Board, Atlanta, GA. Pub Date—2001-06-00

Note—59p.; For the 1998-1999 edition, see ED 431 377. For the entire 2001 edition, see HE 034 140, and for a volume focusing on Maryland, see HE 034 141.

Available from—Southern Regional Education Board, 592 10th Street N.W., Atlanta, GA 30318. Tel: 404-875-9211; Fax: 404-872-1477; Web site: <http://www.sreb.org>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—College Administration, College Attendance, \*College Faculty, College Graduates, \*Degrees (Academic), Demography, Educational Finance, Educational Trends, Enrollment, \*Enrollment Trends, Expenditures, Financial Support, \*Higher Education, Paying for College, Private Colleges, Public Colleges, Regional Cooperation, School Statistics, Student Characteristics, \*Student Financial Aid, Tables (Data), \*Tuition

Identifiers—\*Southern Regional Education Board

This volume provides, in condensed form, comparative data highlighting significant trends affecting colleges and universities in the Southern region of the United States, the area served by the Southern

Regional Education Board (SREB). A look at trends for the region makes it apparent that the region is growing more diverse. It is also evident that the economy of the Southern United States is growing as educational attainment rises in the region. At present, 23% of Southerners have bachelors degrees or higher. Educational access is increasing in the SREB area in parallel with the increasing diversity of the region, and educational success is also increasing. Students and their families carry a greater financial burden. In half of the SREB states, tuition and fees account for a larger percentage of median family income than they do nationwide. In spite of this, financial strains remain for colleges in the region. Data are summarized in these sections: (1) "Population and Economy"; (2) "Enrollment"; (3) "Degrees"; (4) "Tuition and Student Financial Aid"; (5) "Faculty and Administrators"; (6) "Revenues and Expenditures"; and (7) "SREB-State Data Exchange Agencies." (Contains 2 maps and 29 graphs.) (SLD)

ED 454 782 HE 034 140

Marks, Joseph L.

**Fact Book on Higher Education, 2000/2001.**

Southern Regional Education Board, Atlanta, GA. Pub Date—2001-06-00

Note—226p.; For the 1998-1999 edition, see ED 431 377. For the condensed 2001 edition, see HE 034 139, and for a volume focusing on Maryland, see HE 034 141.

Available from—Southern Regional Education Board, 592 10th Street N.W., Atlanta, GA 30318. Tel: 404-875-9211; Fax: 404-872-1477; Web site: <http://www.sreb.org>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—College Administration, College Attendance, \*College Faculty, College Graduates, Degrees (Academic), Demography, Educational Finance, Educational Trends, Enrollment, \*Enrollment Trends, Expenditures, Financial Support, \*Higher Education, Income, Paying for College, Private Colleges, Public Colleges, Regional Cooperation, School Statistics, Student Characteristics, \*Student Financial Aid, Tables (Data), \*Tuition

Identifiers—\*Southern Regional Education Board

This volume provides comparative data highlighting significant trends affecting colleges and universities in the Southern region of the United States, the area served by the Southern Regional Education Board (SREB). A look at trends for the region makes it apparent that the region is growing more diverse. It is also evident that the economy of the Southern United States is growing as educational attainment rises in the region. At present, 23% of Southerners have bachelors degrees or higher. Educational access is increasing in the SREB area in parallel with the increasing diversity of the region, and educational success is also increasing. Students and their families carry a greater financial burden. In half of the SREB states, tuition and fees account for a larger percentage of median family income than they do nationwide. In spite of this, financial strains remain for colleges in the region. Data are summarized in these sections: (1) "Population and Economy"; (2) "Enrollment"; (3) "Degrees"; (4) "Tuition and Student Financial Aid"; (5) "Faculty and Administrators"; (6) "Revenues and Expenditures"; and (7) "SREB-State Data Exchange Agencies." (Contains 78 tables and 31 graphs.) (SLD)

ED 454 783 HE 034 141

**Maryland Featured Facts from the SREB**

**"Fact Book on Higher Education."**

Southern Regional Education Board, Atlanta, GA. Pub Date—2001-06-00

Note—29p.; For the 1998-1999 edition of the entire "Fact Book," see ED 431 377. For the condensed 2001 edition, see HE 034 139, and for the entire 2001 volume, see HE 034 140.

Available from—Southern Regional Education Board, 592 10th Street N.W., Atlanta, GA 30318. Tel: 404-875-9211; Fax: 404-872-1477;

Web site: <http://www.sreb.org>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—College Administration, College Attendance, \*College Faculty, College Graduates, Degrees (Academic), Demography, Educational Finance, Educational Trends, Enrollment, \*Enrollment Trends, Expenditures, Financial Support, \*Higher Education, Minority Groups, Paying for College, Private Colleges, Public Colleges, Regional Cooperation, School Statistics, Student Characteristics, \*Student Financial Aid, Tables (Data), \*Tuition

Identifiers—\*Maryland

This booklet contains selected facts relating to Maryland and to the entire Southern United States from the "Fact Book on Higher Education," published by the Southern Region Education Board (SREB). The population increase in the SREB region is expected to remain above the national average, and Maryland is expected to have a projected growth of 7% in the next 10 years. An increase of 16% in high school graduates is expected in Maryland, and minorities are expected to account for 48% of these graduates. The per-capita income of Maryland is the highest among the SREB states, and 114% of the national average. Maryland has the lowest percentage of children in poverty among SREB states, but the number is still greater than 179,000 children. High school attainment levels in Maryland are above the national average, and Maryland is one of only two SREB states that have college attainment levels about the national average. Access to college is increasing in Maryland, as in the SREB region as a whole, but it remains below the national average. Maryland awarded fewer associates degrees than the national average and trailed the region and nation in increases in doctoral degrees, but the increase in masters, bachelors, and first professional degrees outpaced the nation and the SREB region. Tuition and fees in Maryland account for 8.1% of median household income, compared with the national average of 7.7%. Colleges in Maryland continue to feel financial constraints, in spite of increased per-student state and local appropriations. (Contains 19 graphs.) (SLD)

**ED 454 784**

HE 034 142

Sterry, Barbara

**Strengthening Nova Southeastern University's Capacity in Externally Sponsored Funding: A Review of Best Practices.**

Nova Southeastern Univ., Fort Lauderdale, FL.

Pub Date—2001-05-00

Note—33p.; Submitted to George L. Hanbury II, Executive Vice President for Administration, Nova Southeastern University.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Educational Finance, Financial Support, \*Grantmanship, \*Private Financial Support, Research Opportunities

Identifiers—\*Nova Southeastern University FL

An evaluation of the capacity of Nova Southeastern University (NSU) in the area of externally sponsored funding was completed at the request of the university's executive vice president for administration. The director of the university's Office of Grants and Contracts used various data sources to examine the university's capacity for externally sponsored funding in the context of other institutions and to prepare recommendations for pursuing sponsored funding. The findings suggest that NSU has a diverse faculty with a wide array of professional interests. A number of faculty members have translated these interests into viable and fundable projects in support of research, teaching, and service. These projects have enabled the university to make substantive contributions to knowledge in many fields. NSU has the potential to do much more, especially if it continues to hire faculty with strong research and grant development backgrounds. NSU should provide motivators and decrease barriers to sponsored funding, and it should consider the staffing necessary to complete university-wide proposals. The university should continue its current initiatives and implement new

initiatives, including considering internal award programs. One appendix contains an overview of pre- and post-award functions of the NSU Office of Grants and Contracts, and the other appendix contains an outline of the essential elements of research administration. (Contains 4 tables and 10 references.) (SLD)

**ED 454 785**

HE 034 143

D'Agostino, Davi M.

**Consumer Finance: College Students and Credit Cards. Report to Congressional Requesters.**

General Accounting Office, Washington, DC.

Report No.—GAO-01-773

Pub Date—2001-06-00

Note—78p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Administrators, \*College Students, Credit (Finance), \*Credit Cards, \*Debt (Financial), Higher Education, Interviews

In response to a request from the House of Representatives, employees of the General Accounting Office conducted structured interviews with about 100 officials at 12 universities and colleges around the United States about several issues related to college students and credit cards. They also reviewed three studies of credit card use by college students and interviewed officials from consumer groups and representatives of credit card issuers. The report focuses on credit cards students have in their own names, not those cosigned by another individual, typically a parent. Credit cards were generally perceived as advantageous to college students, but there was concern about the risks they present for this group. College students appear more likely to run up bills they cannot pay because of their inexperience with financial matters. Credit card debt combined with student loan repayments and other expenses may make a substantial repayment burden for students. The studies reviewed showed that the majority of college students had at least one credit card in their name, and some already had credit card debt. One study that reported actual credit card balances from credit reports for a sample of loan applicants showed that 78% had credit cards, and carried an average balance of \$2,748. These students were not necessarily representative of college students as a whole. Certain credit card issuers marketed to college students because they expected students to continue to use the cards in a responsible way. University policies about credit card solicitation on campus varied widely. The evidence suggests that credit card use may indeed be a problem for college students. Six appendices contain a discussion of the scope and methodology of the study, reviews of state legislation and studies of college students and credit cards, the card issuer code of conduct, a letter used in the survey, and a list of contacts and staff acknowledgments. (Contains 2 tables and 14 figures.) (SLD)

**ED 454 786**

HE 034 144

Ponton, Michael K. Dean, Jason S.

**The Survey of Alcohol Usage and Perceptions.**

Pub Date—2001-00-00

Note—10p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Standards, \*College Students, \*Drinking, Health Behavior, Higher Education, \*Social Behavior, Student Attitudes, \*Surveys, Test Construction

Identifiers—\*University of Mississippi

Social norming campaigns that work to show the disparity between students' perceptions of campus drinking and actual levels of drinking have proven to be successful in reducing alcohol use by college students. The premise of social norming is that human behavior is greatly influenced by perceptions of the population from which acceptance is desired. When the actual drinking levels of the campus population, which typically are lower than perceived levels, are publicized, students tend to moderate their drinking to fit the actual, rather than the perceived characteristics of the student body. At the University of Mississippi, researchers have been

developing a Survey of Alcohol Usage and Perceptions (SAUP) as a practical approach to gathering essential data for a social norming campaign. This paper describes items for the SAUP and provides suggestions for publicizing the measured data. The SAUP, which was deemed face valid by the university's task force on binge and abusive drinking, contains a brief introductory statement followed by 16 questions and 4 demographic items. (Contains 11 references.) (SLD)

**ED 454 787**

HE 034 145

Schwartz, Robert A.

**The Disappearing Deans of Men—Where They Went and Why: A Historical Perspective.**

Pub Date—2001-04-00

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Deans, \*Deans of Students, \*Educational History, Higher Education, \*Males

This study explores the history of the position of dean of men to provide a greater understanding of college administration now and in the future. Over 50 years, the position of dean of men evolved from being a responsibility assumed by well-meaning faculty to a profession with numbers, eventually thousands, of officeholders. In the early 1900s, the early deans of men took the position that the "right" personal traits, interpersonal skills and a caring personality, would qualify a man to be a dean. In contrast, early deans of women emphasized graduate training and a professional approach to the position almost from the beginning. Most successful deans of men in the early years of the profession saw the deanship as a calling more than an occupation. After World War II, as college enrollments increased dramatically and many male students returned from the war, deans of women were often replaced by male deans of students or vice presidents for student affairs. As universities increased in size, men continued to hold most of the deanships. The increase in educational technology would seem to favor the continuation of this trend. (Contains 30 references.) (SLD)

**ED 454 788**

HE 034 148

Martin, Michaela, Ed.

**The Management of University-Industry Relations: Five Institutional Case Studies from Africa, Europe, Latin America, and the Pacific Region. Improving the Managerial Effectiveness of Higher Education Institutions.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1194-8

Pub Date—2000-09-00

Note—257p.; For related papers on university-industry linkages, see HE 034 150.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/ieip>.

Pub Type—Books (010) — Collected Works - General (020)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administration, Case Studies, \*Colleges, Educational Innovation, Foreign Countries, \*Higher Education, \*Industry, \*Organizational Development, \*Policy Formation, \*School Business Relationship

Identifiers—Africa, Europe, Latin America, Pacific Region

Five case studies were conducted to collect empirical evidence on innovative mechanisms through which universities worldwide manage their relations with industry. Cases were selected from institutions of higher education in Israel, Papua New Guinea, Turkey, Brazil, and Uganda. These studies were selected for their innovative approaches, but also because they represent a wide range of development contexts. Taken together, the

studies confirm the hypothesis that relations with industry have developed considerably over the past decade in all analyzed institutions. The scope of such relations is widening to embrace new types of linkages and new modalities for their implementation. The studies illustrate the variety of options that institutions have with regard to policy-making and organizational development. Chapters of this book are: (1) "Introduction"; (2) "YISSUM, the Interface for University-Industry Partnerships at the Hebrew University of Jerusalem, Israel" (Moshe Vigdor); (3) "The Management of University-Industry Relations in Papua New Guinea" (M. A. Satter and J. Pumwa); (4) "The Management of University-Industry Relations: Experiences of Bogazici University, Turkey" (Okay Kaynak); (5) "The Management of University-Industry Relations: The Case of the University of Sao Paulo, Brazil" (Guilherme Ary Plonski); and (6) "The Management of University-Industry Relations at Makerere University, Uganda" (Avitus Tibarimbasa and Eriabu Logujjo). (Contains 6 figures, 12 tables, and 21 references.) (SLD)

ED 454 789 HE 034 149

Martin, Michaela

**Managing University-Industry Relations: A Study of Institutional Practices from 12 Different Countries. Improving the Managerial Effectiveness of Higher Education Institutions.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1191-9

Pub Date—2000-01-00

Note—169p.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Books (010) — Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administration, Case Studies, \*Colleges, Foreign Countries, \*Higher Education, \*Industry, \*Partnerships in Education, \*School Business Relationship

This book is the synthesis of a research project that explored innovative management practices in the domain of university-industry linkages. Managers from 12 higher education institutions in Europe, Africa, Asia, and Latin America were invited to document their experiences in the management of interfaces, financial and personnel management, and the management of intellectual property. The case studies demonstrate that while relations with enterprises are increasing, institutions tend to adopt more proactive and better coordinated management approaches. They are also devising necessary rules and procedures to protect the traditional activities of higher education institutions from outside interference in order to make the most of university-industry linkages. The chapters are: (1) "The Research Project"; (2) "Participating Institutions and Their Economic Environment"; (3) "Policies and Prevailing Types of Linkages"; (4) "The Management of Interfaces"; (5) "Financial Management"; (6) "Personnel Management"; (7) "The Management of Intellectual Property"; and (8) "Conclusions." Two appendixes present guidelines for the case studies and a consultancy application form. Forty-six "boxes" highlight issues of special importance. (Contains 3 tables and 19 references.) (SLD)

ED 454 790 HE 034 150

Hernes, Gudmund Martin, Michaela

**Management of University-Industry Linkages. Policy Forum No. 11. Proceedings from the Policy Forum Held at the IIEP (Paris, France, June 1-2, 2000).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International

Inst. for Educational Planning.

Report No.—ISBN-92-803-1206-5

Pub Date—2001-00-00

Note—222p.; For a related discussion of university-industry linkages, see HE 034 148.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Books (010) — Collected Works - Proceedings (021)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, Case Studies, \*Colleges, Educational Innovation, Foreign Countries, \*Higher Education, \*Industry, \*Organizational Development, \*Policy Formation, \*School Business Relationship

To explore varying institutional responses to the structural problems involved in university-industry linkages, the International Institute for Educational Planning conducted case-study research during 1997 to 1999 and then held a Policy Forum to share and validate the insights gained from the projects. The Forum showed that one of the most important challenges for institutional policymakers is defining a legal framework and incentive systems that stimulate entrepreneurship at the institutional, departmental, or individual levels, while designing rules and regulations through which potentially perverse effects can be avoided. The papers from the Forum are: (1) "Trends in the Management of University-Industry Linkages: What Challenges Are Ahead?" (Gudmund Hernes and Michaela Martin); (2) "In What Way Do Changing University-Industry Relations Affect Academic Activities within Higher Education Institutions?" (Guilherme Ary Plonski); (3) "In What Way Do Changing University-Industry Relations Affect the Management of Higher Education Institutions?" (Michael Lewis Shattock); (4) "Organizational Responses: The Management of Interfaces. Experiences from the Hebrew University Jerusalem, Israel" (Moshe Vigdor); and (5) "Intellectual Property Rights and Rules on Conflict of Interest. Experiences from University College London" (Jeffrey Skinner). Also included are notes relating to the discussion of the working group sessions. Two appendixes present the program and list the participants in the Forum. (SLD)

ED 454 791 HE 034 151

Neill, Richard Mokoena, Thabo

**Strategic Planning, Information Systems and Organizational Development. A Case Study of the University of Botswana. Improving the Managerial Effectiveness of Higher Education Institutions. Working Document.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1999-00-00

Note—91p.; Cover page varies.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Computer Uses in Education, Educational Change, Foreign Countries, Higher Education, \*Information Systems, \*Organizational Development, Program Evaluation, \*Strategic Planning, Universities

Identifiers—Botswana, \*University of Botswana

Since the beginning of the 1990s, the University of Botswana has embarked on a series of organizational change strategies. In 1998-1999, the University engaged an external Review Commission to undertake a comprehensive institutional analysis, and, at about the same time, the University acquired a computerized administrative information system with complementary technology. In late 1991, a strategic planning process was initiated, and later, a comprehensive "root and branch" exercise was conducted to articulate a new organizational structure.

This case study provides an account of these three initiatives, evaluates the experiences of those involved, and makes suggestions that may be useful to other institutions in the process of organizational change. Findings highlight the difficulties in implementing a new computer-based information system and demonstrate the unexpected consequences that seemingly unrelated decisions can have. The key success story of the case study was the ability of the University to harness the talents of various individuals through project teams, task forces, and working groups, complemented by an appropriate use of external forces. (SLD)

ED 454 792 HE 034 152

Cox, Philip M.

**Perspectives on Quality Management within a United Kingdom University: A Case Study of De Montfort University. Improving the Managerial Effectiveness of Higher Education Institutions. Working Document.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1999-00-00

Note—139p.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, \*Educational Change, \*Evaluation Methods, Foreign Countries, Models, \*Organizational Development, \*Quality Control, Self Evaluation (Groups)

Identifiers—De Montfort University (England), United Kingdom

This case study describes and critically evaluates two contrasting models of quality management that have been used to support organizational development within De Montfort University, the United Kingdom, during periods of major internal and external change. These models are audited self-evaluation within a developed management structure, a "bottom-up" approach, and strategic quality improvement through high-level process design, a more "top-down" approach. An account of the origins and development of both models is used to illustrate some of the critical issues that need to be considered in adopting either approach. The case study also considers some of the tradeoffs that need to be made in choosing between models of quality improvement based on incremental or transformational change. The study identifies some of the organizational, technical, and cultural issues involved in developing an approach to quality management that is responsive to the corporate and local needs of a university and those of its external stakeholders. Eight appendixes provide supplemental information about the research process. (Contains 10 figures and 13 references.) (SLD)

ED 454 793 HE 034 153

Weifang, Min

**Improving the Effectiveness of Higher Education Institutions through Inter-University Co-Operation: The Case of Peking University. Improving the Managerial Effectiveness of Higher Education Institutions.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1999-00-00

Note—83p.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Case Studies, Foreign Countries, Higher Education, \*In-



stitutional Cooperation, \*Partnerships in Education, \*School Effectiveness, Universities Identifiers—\*Peking University (China)

This case study on the experience of the University of Peking, China, in inter-university cooperation describes the process of identifying appropriate partner institutions and implementing collaborative programs with them. It also highlights a number of lessons for those managing inter-university cooperation and shows how such initiatives can be implemented successfully. The case study shows that inter-university cooperation is one of the effective ways to raise the internal efficiency of universities and also one of the best ways to increase the external efficiency of universities. For developing countries, inter-university cooperation at the international level is a way to cope with the "brain drain" problem. Inter-university cooperation is also a way to raise the overall academic level of teaching and research at universities. It is preferable to take an incremental approach to implementing inter-university cooperation instead of trying to do too much in one step. An appendix contains an inter-university agreement between the University of California and the University of Peking. (Contains 2 figures, 7 tables, and 26 references.) (SLD)

ED 454 794 HE 034 154

Sanyal, Bikas C. Martin, Michaela

**Management of Higher Education with Special Reference to Financial Management in African Institutions. IIEP Contributions, No. 28.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1997-04-00

Note—58p.; Paper presented at the World Conference on Higher Education (Dakar, Senegal, April 1-4, 1997). Cover title varies.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Budgeting, Decision Making, Educational Administration, \*Educational Finance, Foreign Countries, \*Higher Education, Strategic Planning, Total Quality Management Identifiers—\*Africa

This review provides a historical overview of available management techniques for higher education. It describes the techniques of Management by Objectives, Zero-Based Budgeting, Strategic Management, and Total Quality Management and the ways they can be applied to higher education. The paper discusses institutional management practices defining different government steering policies leading to the different types of decision-making models in higher education systems. Some of the basic concepts of higher education are outlined, including the relation between the mission of higher education and financing, the organizational structure of an institution, and other aspects of financial management. A section also provides examples of changes in management of higher education with special reference to financial management in selected industrialized countries and African countries. Some of the lessons learned from different experiences are summarized. (Contains 10 references.) (SLD)

ED 454 795 HE 034 155

Sanyal, Bikas C.

**Strategies for Higher Education in Asia and the Pacific in the Post-Cold War Era. IIEP Contributions, No. 29.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1997-07-00

Note—49p.; Paper presented at the World Conference on Higher Education (Tokyo, Japan, July 8-10, 1997).

Available from—International Institute for Educa-

tional Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Colleges, \*Educational Change, Foreign Countries, Futures (of Society), \*Higher Education, Socioeconomic Status, Strategic Planning, Technological Advancement

Identifiers—\*Asia, Educational Indicators, \*Pacific Region

This paper suggests some strategies for higher education in Asia and the Pacific in the context of ideological, societal, economic, and technological changes that have been experienced in the region during recent years. Some characteristics of the region and its socioeconomic characteristics are outlined, and the impact of changes on the area's systems of higher education are reviewed. The paper also explores some of the government steering policies that require different managerial techniques in the operation of higher education systems. Some examples are given of some systems of higher education in the region that have responded to new challenges in varying degrees. The paper concludes with suggestions for measures to take the higher education systems in Asia and the Pacific into the 21st century. An appendix compares some selected indicators for the countries in Asia and the Pacific Region. (Contains 26 references.) (SLD)

ED 454 796 HE 034 156

Sanyal, Bikas C. Martin, Michaela

**New Strategies for Financial Management in Universities: The Experience of OECD Member Countries and Latin American Countries. IIEP Contribution No. 27.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1996-11-00

Note—43p.; Paper presented at the World Conference on Higher Education (Havana, Cuba, November 18-22, 1996).

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Budgeting, Decision Making, Educational Administration, \*Educational Finance, \*Financial Support, Foreign Countries, \*Higher Education, Strategic Planning, Total Quality Management

Identifiers—\*Latin America, \*Organisation for Economic Cooperation Development

In many countries there have been major changes in the financial operations of the university. Change has occurred in the context of diminishing public resources, and this has translated, in most cases, into financial constraint within the university. This situation has led to pressure from the government, and from within the university itself in some cases, for a diversification in the sources of financial support for the university. It is clear that the university can no longer rely solely on government funding if it is to remain financially healthy. New styles and mechanisms of financial management are necessary. Based on the experiences of some selected Organisation for Economic Cooperation and Development (OECD) and Latin American countries, this booklet attempts to identify the context and the main functions of financial management and suggests a set of strategies for financial management at the national and institutional levels. (Contains 2 tables, 1 figure, and 13 references.) (SLD)

ED 454 797 HE 034 157

Sanyal, Bikas C.

**Diversification of Sources and the Role of Privatization in Financing Higher Educa-**

**tion in the Arab States Region. IIEP Contributions, No. 30.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1998-03-00

Note—47p.; Paper presented at the Arab Regional Conference on Higher Education (Beirut, Lebanon, March 2-5, 1998). Paper also prepared for the World Conference on Higher Education (Paris, France, October 5-8, 1998).

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decentralization, Economic Factors, \*Educational Finance, Foreign Countries, \*Higher Education, Private Financial Support, \*Privatization, \*Resource Allocation

Identifiers—\*Arab States

Resources for higher education in the Arab states have depended on the overall economic situation of the countries in the region, and the economic growth of the region has been disappointing over the years. Of the 16 countries of the region, 7 had a negative average annual growth rate during the period 1960 to 1994, and 3 countries had an average annual growth rate of less than 1%. In spite of this economic weakness, the region continued to expand its higher education facilities. This increase occurred in spite of a decrease in the share of public expenditure for education in the Gross National Product overall. Most striking is the decrease in the share of allocation to higher education in the total allocation for education. To enable the higher education system to educate as many students as possible, several policies could be adopted, but different modes of privatization would appear to be the most effective approaches. The advantages and disadvantages of privatization are discussed, and the strategies Arab states could adopt in respect to privatization are outlined. Whatever the share of the state and private sector today, the state should move toward financial decentralization in order to encourage the mobilization of untapped resources and raise the system's cost consciousness with the application of norms for resource allocation and utilization while providing incentives for operational efficiency. The system that evolves must be flexible with precautionary measures for accountability and transparency to allow for any open system following the market forces of demand and supply. (Contains 8 tables and 17 references.) (SLD)

ED 454 798 HE 034 158

Smulders, Anna E. M.

**Creating Space for Women: Gender-Linked Factors in Managing Staff in Higher Education Institutions. Improving the Managerial Effectiveness of Higher Education Institutions.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1998-03-00

Note—78p.; Part of the International Institute for Educational Planning's research on "Improving the Managerial Effectiveness of Higher Education Institutions," directed by Bikas C. Sanyal, IIEP.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>

www.unesco.org/iiep.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, \*Educational Administration, Females, \*Gender Issues, \*Higher Education, \*Sex Differences

Identifiers—\*Organizational Culture

This booklet sets out to show why gender is important in the management of higher education institutions. It explains that organizational culture and management practices, often considered to be neutral, are in fact gender-linked. Institutional efforts towards a more efficient and effective use of human resources often fail because they are based on what is considered as gender-neutral premises. A full understanding of the fact that socially constructed responsibilities and images of women are in some cases incompatible with the existing masculine organization is necessary to promote change and achieve better use of human resources. Senior managers need to be committed to take into consideration an increased understanding of the gender nature of the problem. The fact that increasing numbers of women are working in higher education institutions makes it essential for managers to reflect on the impact of the masculine bias that prevails in some organizations on both male and female staff and its impact on organizational efficiency. Three appendices describe interview topics, the gender-wise distribution of faculty and staff per school or center, and possible areas for reflection about gender issues. (Contains 1 figure, 3 tables, and 19 references.) (SLD)

ED 454 799

HE 034 159

Martin, Michaela d'Antoni, Susan Hall, John Sanjal, Bikas C.

**Strategic Financial Management in Southern African Universities. Report of an IIEP Distance Education Course, 4 May - 31 July 1998. Improving the Managerial Effectiveness of Higher Education Institutions. Working Document.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date—1999-08-00

Note—80p.

Available from—International Institute for Educational Planning, 7-9 rue Eugene Delacroix, 75116 Paris, France. Tel: +33(1)45.03.77.00; Fax: +33(1)40.72.83.66; Web site: <http://www.unesco.org/iiep>.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrators, \*Distance Education, \*Educational Finance, \*Electronic Mail, Foreign Countries, \*Higher Education, Program Evaluation, Strategic Planning, \*Universities

Identifiers—\*Africa (South)

This report focuses on the methodology and content of a distance education course on strategic financial management organized by the International Institute for Educational Planning from May to July 1999 for 15 universities in Southern Africa. Between three and five staff members participated at each of the universities. The course used written support material, individual work on task, group work, feedback from the course instructors, and interactive electronic exchanges (e-exchanges) among participating universities as the basic elements of its instructional methods. Communication was organized through e-mail over the Internet. According to the comprehensive evaluation of the course, the key objective of institutional capacity building was met successfully. The course also demonstrated that one advantage of distance education is that it makes training available in a more flexible mode to a larger number of participants. Appendixes contain a list of participants and the course calendar. (SLD)

ED 454 800

HE 034 160

Kouptsov, O. Tatur, Y.

**Quality Assurance in Higher Education in the Russian Federation. Papers on Higher Education.**

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Report No.—ISBN-92-9069-162-4

Pub Date—2001-00-00

Note—125p.

Available from—European Centre for Higher Education, 39, Stirbei-Voda Street, RO-70732, Bucharest, Romania. Web site: <http://www.cepes.ro>.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Assessment, \*Evaluation Methods, Foreign Countries, \*Higher Education, Quality Control

Identifiers—\*Quality Assurance, \*Russia

The major aspects of the Russian educational system were examined in terms of quality assurance. No part of the educational system in Russia is small enough to escape some form of assessment, measurement, comparison, audit, or classification as to quality. To describe the quality control system, the book begins with an overview of Russian education, especially higher education, using the 1997 International Standard Classification of Education as a point of departure. Chapter 1 describes higher education and quality assurance in the Russian Federation. Chapter 2 discusses the contemporary quality assurance system in Russian education. The quality assurance system in the Russian Federation has these components: (1) the admissions system to higher education; (2) the course programs; (3) the teaching staff; (4) research; (5) social, economic, and material conditions for the teaching and learning process; and (6) various mechanisms of quality assessment. The evaluation indicates that the quality control system now in place, although in need of improvement, contributes to the quality of Russian higher education and science. (Contains 6 tables, 4 figures, and 121 endnotes.) (SLD)

ED 454 801

HE 034 161

**Research Funding at Alberta Universities, 1999/2000 Report.**

Alberta Innovation and Science, Edmonton. University Research and Strategic Investments Branch.

Pub Date—2001-03-00

Note—20p.

Available from—For full text: <http://www.innovation.gov.ab.ca/uisi>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Finance, Expenditures, \*Financial Support, Foreign Countries, \*Research, Research Universities, \*Resource Allocation

Identifiers—\*Alberta

This report presents facts related to the funding of research at the four universities in Alberta, Canada. During fiscal year 1999-2000, \$300 million Canadian dollars in direct external funding was received by the four universities to support research, an increase from 1998-1999 of 29.9%. Total sponsored research funding from all sources to Alberta's university system has been growing on average by 13.7% each year for the last 5 years. Total research funding for Alberta's universities has increased by 69.6% in the past 5 years, with the greatest increase at the University of Alberta. Funding to the University of Alberta from provincial sources was \$56.5 million, and federal funding was \$70.5 million. Funding to the University of Calgary from provincial sources was \$34.4 million, and federal funding was \$46.1 million. The University of Lethbridge and Athabasca University underwent fluctuations in levels of government funding, as is common for smaller universities because of program cycles and the completion and start time of funded research projects. The level of sponsored research funding from industry and nonprofit sources has continued to grow, with these sources

making up about 26% of the total sponsored research funding. The nonprofit sector has increased its funding to university research by 22.7% since 1996-1997. Overall, funding amounts vary by discipline, but the intensity of research in faculties is not necessarily commensurate with monetary allocations to faculties. The document also outlines the contributions of Alberta Innovation and Science, Alberta Science and Research Authority, and Alberta Learning to university research. Details are also given for funding by Alberta Heritage Foundation for Medical Research, commercialized research partnerships, and research revenue from investments. (SLD)

ED 454 802

HE 034 162

Gibson, Denise D.

**Building Bridges: Professional Development Advising Teams.**

Pub Date—1999-03-00

Note—6p.; Paper presented at the Annual Meeting of the Association of American Medical Colleges (Kansas City, MO, March 25-28, 1999).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Advising, Higher Education, Medical Education, \*Medical Students, Peer Counseling, \*Professional Development

Identifiers—\*Northeastern Ohio Universities College of Medicine

Northeastern Ohio Universities College of Medicine began a new advising program called Professional Development Advising Teams (PDAT) in 1996. A small number of students (6 to 8) was grouped with 2 faculty members (medical school based and clinic based) and 1 peer mentor (an advanced year medical student) to make up 1 of 18 advising teams. This study evaluated the new program from the perspectives of faculty, peer mentor, and medical student. All of the participants from one PDAT team were interviewed, and the interviews were recorded and transcribed to identify qualitative themes related to advising. Looking at the program from the points of view of all participants provided a comprehensive picture of the advising relationships that developed over the 3 years of medical school. It was apparent that a continuous advising program of this sort provided opportunities for students and faculty to build bridges between academic and professional knowledge and between personal and professional identity. The bridge serves as an appropriate metaphor for this program. (Contains 10 references.) (SLD)

ED 454 803

HE 034 163

Gibson, Denise D. Bannerman, Chris

**Graduate Students in Foundations of Education: Call for Professional Development Ideas.**

Pub Date—1997-11-02

Note—14p.; Paper presented at the Annual Meeting of the American Educational Studies Association (San Antonio, TX, November 2, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Doctoral Programs, \*Faculty Development, \*Foundations of Education, \*Graduate Students, Graduate Study, Higher Education, \*Preservice Teacher Education, Teaching Methods

This paper explores the professional development experiences of nine graduate students working on their doctoral degrees in foundations of education. The experiences of these students illustrate the need for enhanced professional development of future teachers and leaders in foundations of education. These students came to foundations of education as a second career. They were eager to learn their new professional roles and motivated to work with students. Some of the students had close relationships with mentors; others did not. The close knit group of graduate students provided support for each other. Findings from the narratives of these students show that it is important to note that there must be recognition by students and faculty alike that professional development is a necessary and

vital part of the curriculum for doctoral students. The paper also reviews some ideas for professional development for graduate students, including: (1) mentoring; (2) attending research conferences; (3) focusing on student goals and beliefs; (4) using portfolios; (5) attending seminars; and (6) practicing "duography" as an arts-based form of qualitative research. A praxis model for professional development is presented in table form. (SLD)

**ED 454 804** HE 034 164

Lerner, Robert Nagai, Althea K.

**Pervasive Preferences: Racial and Ethnic Discrimination in Undergraduate Admissions across the Nation.**

Center for Equal Opportunity, Washington, DC.

Pub Date—2001-02-22

Note—70p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Access to Education, \*College Admission, \*Equal Education, \*Ethnicity, Grade Point Average, Higher Education, Minority Groups, \*Racial Discrimination, \*Selective Admission, \*Undergraduate Students

Identifiers—Scholastic Assessment Tests

The admissions policies of 47 colleges and universities were studied to consider the issue of racial and ethnic discrimination in undergraduate admissions. The Center for Equal Opportunity asked schools for data about students' application status, racial and ethnic group membership, verbal and mathematics Scholastic Assessment Test scores, and high school grade point average and class rank. Findings indicate that the average difference in academic credentials among those admitted—whether measured by test scores or grades and high school class rank, between blacks and whites, and to a lesser degree, between Hispanics and whites—is very large. There are few such differences between whites and Asians. Racial and ethnic preferences play a far more important role in admissions than has previously been acknowledged. Blacks have far greater probabilities of admission than do similarly qualified whites at a large variety of schools. Hispanics have substantially greater probabilities of admission than do whites, and Asians have similar probabilities of admission. All of these conclusions take into account both test scores and grades. Racial and ethnic preferences in admissions are pervasive and national in scope, and are not restricted to any region of the country. The more selective colleges and universities are more likely to use preferences for black applicants than are their less selective counterparts, but few colleges and universities use no preferences at all. Fewer schools have preferences for Hispanics, and only a handful have preferences for Asians. Appendixes contain the odds ratios for the analyses and the logistic regression equation estimating the probability of admission to eight schools. (Contains 19 tables, 15 figures, and 46 endnotes.) (SLD)

**ED 454 805** HE 034 165

Shaughnessy, Michael F.

**Delivery of the Knowledge Curriculum vs.**

**Skill and Competency Curriculum.**

Pub Date—2001-00-00

Note—7p.

Pub Type— Information Analyses (070)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*College Students, \*Competence, \*Curriculum, Higher Education, \*Knowledge Level, Lecture Method, Multiple Choice Tests, \*Performance Based Assessment, \*Socialization, Technological Advancement

Students are socialized into a subculture of education through many means, but many students encounter only the lecture method, especially in the general education curriculum. The lecture approach is commonly associated with multiple choice testing, and some students may go through college without taking, or learning to take, other kinds of tests. Many colleges adhere to the lecture/take notes/take tests model. For some students, there are competency based classes that adhere to skill based models. Rather than earning a grade through multi-

ple choice tests, the student is forced to perform. This is especially evident for education students who must student teach. Evaluations are based on the subjective evaluation of the instructor. Some students are not able to make the transition to the performance based approach. However, in the future, teachers will increasingly be faced with the demand to provide instruction and knowledge to students in an increasingly computerized, sophisticated, electronic fashion. Students must be socialized anew to accept feedback and evaluations that are of more than multiple choice nature. (SLD)

**ED 454 806** HE 034 166

Davey, Joseph Dillon Davey, Linda DuBois

**The Conscience of the Campus: Case Studies in Moral Reasoning among Today's College Students.**

Report No.—ISBN-0-275-97211-9

Pub Date—2001-00-00

Note—143p.

Available from—Praeger Publishers, an imprint of Greenwood Publishing Group, 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007, (paperback: ISBN-0-275-97211-9, \$18.95; clothbound: ISBN-0-275-97208-9, \$59.95). Tel: 800-225-5800 (Toll Free); Web site: <http://www.greenwood.com>.

Pub Type— Books (010) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—Case Studies, \*College Students, Critical Thinking, Higher Education, \*Values Identifiers—Conscience, \*Moral Reasoning

This book is about conscience development in the college community. It uses examples from actual classroom experiences in more than two dozen scenarios that describe how college students think about the moral issues of the day. The book also describes how to use these examples to promote critical thinking skills. The chapters are: (1) "Law as a Guide to Justice"; (2) "The Logic of the Law"; (3) "Change in the Law"; (4) "The Constitution"; (5) "The Bill of Rights"; (6) "Crime"; (7) "Poverty"; (8) "Race"; and (9) "Drugs." An epilogue discusses "Has the Moral Reasoning of College Students Changed?" Each chapter lists some suggested readings. (SLD)

**ED 454 807** HE 034 167

Bauer, David G.

**How To Evaluate and Improve Your Grants**

**Effort, Second Edition. Series on Higher Education.**

American Council on Education, Washington, DC.

Report No.—ISBN-1-57356-363-3

Pub Date—2001-00-00

Note—320p.

Available from—Oryx Press, an imprint of Greenwood Publishing Group, 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007. Tel: 203-226-3571; Tel: 800-225-5800 (Toll Free); Web site: <http://www.oryxpress.com>.

Pub Type— Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Colleges, Educational Administration, \*Educational Finance, \*Grants, \*Higher Education, \*Program Implementation

This book offers techniques for improving grants systems in higher education and examines how the functions of an academic grants office will change in the future. The chapters are: (1) "Developing and Maintaining a Dynamic and Efficient Grants Program"; (2) "The Purpose of the Grants Office"; (3) "Measuring the Success of Your Grants System"; (4) "Developing and Evaluating a Preproposal Review System"; (5) "Increasing Faculty and Staff Interest in Proposal Development and Grant Involvement"; (6) "Evaluating and Improving Your Grant Opportunity Research System"; (7) "The Role of the Grants Office in Contacting Funding Sources"; (8) "The Role of the Grants Office in Promoting an Organized Proposal"; (9) "The Role of the Grants Office in Assurances, Certifications, Institutional Reviews, and Research Compliance"; (10) "The Role of the Grants Office in Tracking

Proposals, Sign-Off, Submission, and Follow-Up"; (11) "The Role of the Grants Office in the Administration of Private Funds"; (12) "The Role of the Grants Office in the Administration of Federal Funds"; (13) "Indirect Cost Recovery and Disbursement"; (14) "The Role of the Grants Office in the Politics of the Funding Process"; (15) "Developing and Evaluating Your Grants Office Web Site"; (16) "The Grants Office Personnel—Past, Present, and Future"; and (17) "Client Satisfaction Survey and Results." A disk is included that contains a sample survey, a survey that contains the questions from each chapter, and a PDF version of both surveys. A list of government grant research aids is also included. (Contains 108 exhibits.) (SLD)

## IR

**ED 454 808**

IR 020 785

Miwa, Makiko

**Use of Human Intermediation in Information Problem Solving: A User's Perspective.**

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No. —IR-112; ISBN-0-937597-53-8

Pub Date—2000-00-00

Contract—ED-99-CO-0006

Note—293p.

Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 621 Skytop Rd., Suite 160, Syracuse, NY 13244-5290. Tel: 315-443-3640; Tel: 800-464-9107 (Toll Free); Fax: 315-443-5448; e-mail: [eric@eric.syr.edu](mailto:eric@eric.syr.edu); Web site: <http://eric.syr.edu/irhome>.

Pub Type— ERIC Publications (071) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC12 Plus Postage.**

Descriptors—Information Retrieval, Information Seeking, \*Information Services, Internet, Online Searching, \*Reference Services, \*Search Intermediaries, \*User Needs (Information)

Identifiers—\*AskERIC, \*Question Answering Systems

Human intermediation is the central issue for information professionals who have been striving to provide better services in ever-changing environments. This document reports on an empirical study of human intermediation to explore patterns of relationships between user situations and tasks they request of intermediaries using the AskERIC Q&A Service—an Internet-based digital reference service—as an instantiation of human intermediation. The book consists of 10 chapters. An Introduction presents an overview of the nature of the problems addressed, research questions, and the structure of the book. Chapter 2, "What Do We Know about User Behavior in Human Intermediation," presents an extensive review of literature that overviews the topic of this research. Chapter 3, "Search for the Optimal Approach," reviews the general research approaches in conventional information retrieval (IR) and information problem solving (IPS) research. Chapter 4, "Methodology of the Empirical Study," describes the research design and procedure applied in this study. Chapters 5 through 9, "Tasks Requested of Human Intermediaries," "Situational Factors Association with the Use of Human Intermediation," "Reasons for Using the AskERIC Q&A Service," "Evaluation of AskERIC Q&A Service," and "Patterns of Associations between Situational Factors and Tasks Requested of AskERIC Q&A Service," present major findings of this study with some implications for existing models of IR and IPS research. Chapter 5 provides the taxonomy of tasks requested of human intermediaries developed in this research. Chapter 6 reports a finding of key situational factors identified by the study as associated with the use of human intermediation and Chapter 7 presents findings on reasons for using human intermediation. Chapter 8 reports findings concerning users' evaluation of the outcome of human intermediation. Chapter 9 reports findings on associations between situational factors and tasks requested of



human intermediaries. Chapter 10 discusses the implications of study findings for practices of information services and system design. Four appendices include forms and additional information on findings. (Contains 209 references.) (AEF)

**ED 454 809** IR 020 786

Murphy, Karen L. Gazi-Demirci, Yakut

**Role Plays, Panel Discussions, and Case Studies: Project-Based Learning in a Web-Based Course.**

Pub Date—2001-04-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Active Learning, \*Computer Assisted Instruction, Computer Uses in Education, Higher Education, Instructional Innovation, \*Learning Activities, Student Projects, Telecommunications, \*World Wide Web

Identifiers—\*Web Based Instruction

Project-based learning in Web courses presents challenges and opportunities that groups in conventional settings may not encounter. This study is based on five project-based learning activities that 17 graduate students in a Web-based educational telecommunications course developed and conducted over a semester. The activities were: discussions of learning in telecommunications environments; role plays about teaching via telecommunications; case studies about management via telecommunications; evaluations of designated Web sites; and panel discussions of critical telecommunications issues. The study investigated two issues related to project-based learning activities in a Web-based course: characteristics of activities that enable students to meet learning objectives; and strategies that student facilitators and student participants use to prepare and conduct the activities. Characteristics of project-based learning activities were identified as environments that students perceived as authentic or meaningful, collaborative work and communication via telecommunications, and activities that provided students with opportunities for both knowledge enhancement and skill building. The strategies of the students-as-facilitators were related to planning and conducting the activity for the participants. The strategies of the students-as-participants were related to carrying out the activities specified by the facilitators. (Contains 29 references.) (Author)

**ED 454 810** IR 020 788

Denton, Jon J. Strader, Arlen

**Building a Case for Conducting Technology Surveys On-Line.**

Spons Agency—Department of Education, Washington, DC; Texas A and M Univ., College Station.

Pub Date—2000-04-00

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Mediated Communication, Computer Uses in Education, Educational Technology, Elementary Secondary Education, Internet, Nonprint Media, Online Systems, Printed Materials, Public Schools, \*School Surveys, World Wide Web

Identifiers—Texas

A Technology in Texas Public Schools 1998 Survey instrument was integrated into a Web-based response system enabling the instrument to be accessed, completed, submitted, and instantaneously analyzed over the Internet. A mark-sense or optical scan paper version of the instrument was also developed for mail-out distribution to each school district in the state of Texas. The decision to provide two response options to school administrators for this survey provided the research question for this investigation: "Is there a difference in sur-

vey responses submitted by Internet or mail?" The findings revealed no observed differences in responses whether the survey was submitted electronically or by mail. Other issues of cost, time, and human networks were discussed. (Author/AEF)

**ED 454 811** IR 020 789

Denton, Jon Davis, Trina Strader, Arlen

**Report of the 2000 Texas Public School Technology Survey Prepared for the Telecommunications Infrastructure Fund Board and Texas Public Schools.**

Pub Date—2000-04-16

Note—15p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Uses in Education, Educational Development, Educational Resources, Elementary Secondary Education, Public Schools, School Surveys, State Aid

Identifiers—\*Technology Integration, Texas

Over the past three legislative sessions, the Texas State Legislature enacted laws that have accelerated the integration of technology into public education. Significant efforts to build technology infrastructure in Texas are evident through the thousands of public school awards provided by the Telecommunications Infrastructure Fund Board (TIF), the Technology Literacy Challenge Fund grants, and the E-Rate discounts. With such an influx of funding into technology education, the following question was posed to guide this Texas Public School Technology Survey for the year 2000: "What technology resources have been put in place in schools as a result of these awards?" The telecommunications infrastructure in public schools across Texas has changed significantly across the past 5 years, with over 96% of classrooms in Texas public schools having Internet access. Also, technology professional development activities for Texas classroom teachers have received additional support. Much still needs to be accomplished, because only 18% of the school districts surveyed indicated that their teachers use online resources in their instruction. (AEF)

**ED 454 812** IR 020 790

Denton, Jon

**Distance Education and Technology in the Classroom.**

Pub Date—2001-04-05

Note—8p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Education, \*Computer Assisted Instruction, Computer Mediated Communication, Computer Networks, \*Distance Education, \*Educational Development, History, Internet, Nontraditional Education, Technological Advancement, Telecommunications

While distance education can be traced to correspondence courses that in the 19th and 20th centuries relied on mail services to transmit communications between student and teacher, it is the advent of computers networked via the Internet that has dramatically affected the character of distance education. For the purposes of this paper, distance education is defined as occurring when educational experiences are delivered to remote locations via audio, video (live or prerecorded), or computer technologies (synchronous or asynchronous). Discussion includes: technology milestones in distance education from the one-way communication systems relied upon during the first half of the 20th century to the personal computer linked through the Internet; research efforts on the effectiveness of distance education; and the technology infrastructure in United States public schools. To determine electronic instructional resources supported by the National Institute for Environmental Health Science (NIEHS), a review was conducted of curriculum materials available at the NIEHS Web site under the menu listing, Teacher Support. These resources, highlighted in this paper, represent a sample of environmental science materials that have been developed for K-12 learners. (Contains 11 references.) (AEF)

**ED 454 813** IR 020 792

**Learning Societies in the New Millennium:**

**Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer Assisted Instruction (Taipei, Taiwan, November 21-24, 2000).**

Association for the Advancement of Computing in Education, Asia-Pacific Chapter.

Pub Date—2000-11-00

Note—3343p.; For individual papers, see IR 020 793-821.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF31/PC134 Plus Postage.**

Descriptors—Computer Mediated Communication, \*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Instructional Design, Postsecondary Education, World Wide Web

Identifiers—Learning Environments, \*Learning Society, Web Based Instruction

This conference addressed pedagogical, social, and technological issues related to computers in education. The conference theme, "Learning Societies in the New Millennium: Creativity, Caring & Commitments," focused on creative learning, caring for diverse cultures and global issues, and committing oneself to a new way of learning/instruction via computer-mediated communication technologies. This proceedings contains full and short papers in the following topical areas: artificial intelligence in education; cognition and conceptual change; collaborative learning; computer-assisted language learning; creative learning; educational agent; evaluation of learning and systems; globalization vs. localization; humanities and learning technology; instructional design; intelligent tutoring system; interactive learning environments; knowledge construction and navigation; lifelong learning; methodologies; multimedia and hypermedia in education; networked social learning; policies, ethics, standards, and legal issues; special education; student modeling; system design and development; teaching and learning processes; telecommunication in education; virtual lab/classroom/school; virtual reality in education; and World Wide Web-based learning. (MES)

**ED 454 814** IR 020 793

**ICCE/ICCAI 2000 Keynote Papers.**

Pub Date—2000-11-00

Note—33p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Articulation (Education), \*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Innovation, Postsecondary Education, Problem Solving, Systems Development

Identifiers—Information Society, Knowledge Development, Reflection Process

This document contains the four keynote papers from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction). "Using Technologies To Model Student Problem Spaces" (David Jonassen) contrasts examples of semantic network, expert system, and systems modeling representations of problems and presents a research agenda for examining the efficacy of these tools. "Millennium eLearning: The Next Killer Application: Implications for Educators and Information Professionals" (Ching-Chih Chen) describes the millennium eLearning development, particularly in the United States, and discusses related problems and issues. "Social and Technological Innovations for a Knowledge Society" (Marlene Scardamalia) discusses core facets of knowledge creation, knowledge building technology, and knowledge building social structures. "Computer-Based Strategies for Articulate Reflection (and Reflective Articulation)" (John Self, Erol Karakirik, Ah-Lian Kor,

Patricia Tedesco, and Vania Dimitrova) discusses reasons for the increased emphasis on learning systems providing an environment not just for practice, but also for articulation and reflection. Strategies for promoting articulate reflection are illustrated with reference to five systems. (MES)

**ED 454 815** IR 020 794

**ICCE/ICCAI 2000 Invited Papers.**

Pub Date—2000-11-00

Note—49p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Computer Uses in Education, Distance Education, \*Educational Technology, Elementary Secondary Education, Intelligent Tutoring Systems, Internet, Postsecondary Education, Systems Development

Identifiers—Electronic Portfolios, Knowledge, Learning Environments, Learning Society

This document contains the full text of the following invited papers from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "Matching the Inverse: About Knowledge Networks, Knowledge Workers, and Knowledge Robots" (Joachim Hasebrook); (2) "Learning on the Internet: Taking the Ecology Metaphor Further" (Chee-Kit Looi); (3) "What Can We Learn from the Systems We Build? From Providing Support to Students to Providing Support to Teachers" (Pierre Tchounikine and Daniel Luzzati); (4) "Human Activity in Learning Societies" (Robert Lewis); and (5) "Towards Intelligent Media-Oriented Distance Learning and Education Environments" (Toshio Okamoto, Alexandra Cristea, and Mizue Kayama). Abstracts of the following invited papers are also included: "The Role of Emotional Agents in Intelligent Tutoring Systems" (Claude Frasson); "Web Portfolios: Tools for Monitoring and Assessing Learning Process" (Gwo-Dong Chen); "Can and Should Teaching Systems Mimic Human Teachers?" (Benedict du Boulay); and "Research on Internet Addiction: A Review and Further Work" (Chien Chou). (MES)

**ED 454 816** IR 020 795

**ICCE/ICCAI 2000 Full & Short Papers (Artificial Intelligence in Education).**

Pub Date—2000-11-00

Note—229p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—\*Artificial Intelligence, \*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Higher Education, Instructional Design, Internet, Systems Development

Identifiers—Learning Environments

This document contains the full and short papers on artificial intelligence in education from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction) covering the following topics: a computational model for learners' motivation states in individualized tutoring system; a fuzzy-based assessment for Perl tutoring system; a genetic approach to parallel test construction; a learning environment for problem posing in simple arithmetical word problems; a method of creating counterexamples by using error-based simulation; a study of a networked constructive CAI (Computer Assisted Instruction) system using multiplication; adaptive programming language tutoring system on the World Wide Web; an agent-based intelligent

tutoring system; an educational system that can visualize behavior of programs on the domain world; an environment for learning by design; applicability of an educational system assisting teachers of novice programming to actual education; a case-based evaluating assistant of novice programs; development and evaluation of a call system for supporting the writing of technical Japanese texts on the Web; development and evaluation of a mental model framing support ITS (Intelligent Tutoring System); development of intelligent learning support system with a large knowledge base; educational agents and the social construction of knowledge; facilitating examples understanding through explicit questioning; generating interactive explanations by using both images and texts for Micro World; intelligent interactive learning environment design issues; Internet video on demand system of classroom teaching cases-building 'Rhapsody': an intelligent media-oriented remote educational system for self-learning support; learning protocols for knowledge discovery—a collaborative data-mining approach to creative science education; monitoring and verifying mathematical proofs formulated in a restricted natural language; natural language-like knowledge representation for multimedia educational systems; the application of uncertainty reasoning for an ITS; the design and implementation of automatic exercise generator with tagged documents based on the intelligence of students (AEGIS); the design of CAI with thinking activity to progress constructive teaching; the estimation of music genres using neural network and its educational use; the externalization support system of self-explanation for the learning problem-solving process; traversing the case graphs—a computer model for developing case-based learning systems; use of abstraction levels in the design of intelligent tutoring systems; and using decision networks for adaptive tutoring. (MES)

**ED 454 817** IR 020 796

**ICCE/ICCAI 2000 Full & Short Papers (Cognition and Conceptual Change).**

Pub Date—2000-11-00

Note—71p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Cognitive Processes, Cognitive Style, \*Computer Uses in Education, \*Concept Formation, Courseware, \*Educational Technology, Elementary Secondary Education, \*Instructional Design, Material Development, Postsecondary Education, Systems Development

Identifiers—Collaborative Learning, \*Conceptual Change

This document contains the following full and short papers on cognition and conceptual change from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Method of Creating Counterexamples by Using Error-Based Simulation" (Tomoya Horiguchi and Tsukasa Hirashima); (2) "An Interactive Game System To Stimulate Word Associations" (Naoko Nitsu, Takeyuki Kojima, Bipin Indurkha, and Yoshiyuki Kotani); (3) "Applied the Gray Relationship Matrix and Learning Obstacles Analysis on the Discovery Teaching" (Chao-Fu Hong, En-Yih Jean, Pei-Chin Wu, Chien-Ming Lia, and Tsai-Hsia Wu); (4) "Collaborative Learning vs. Cognition" (Madhumita Bhattacharya); (5) "Impacts of Unintelligent Factors on the Design of CAI Courseware" (Xiaohua Yu and Qinzhu Zhang); (6) "Towards a Meta-Knowledge Agent: Creating the Context for Thoughtful Instructional Systems" (Elspeth McKay); (7) "Microgenetic Analysis of Conceptual Change in Learning Basic Mechanics" (Gary Chon-Wen Shyi and Shih-Tseng Tina Huang); (8) "Scientific Revolutions and Conceptual Change in Students: Results of a Microgenetic Process Study"

(Benson M. H. Soong and Yam San Chee); (9) "The Effect of Virtual Reality Learning Transfer with Different Cognitive Style" (Jia-Rong Wen and Li-Ling Hsu); (10) "The Externalization Support System of Self-Explanation for Learning Problem-Solving Process" (Kazuhide Kanenishi, Takahiko Mendori, Masafumi Sawamatsu, and Yoneo Yano); and (11) "The Use of Animation as a Tool for Concept Learning" (Hung-Liang Lee). (MES)

**ED 454 818** IR 020 797

**ICCE/ICCAI 2000 Full & Short Papers (Collaborative Learning).**

Pub Date—2000-11-00

Note—220p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Cooperative Learning, Elementary Secondary Education, Higher Education, \*Instructional Design, Internet, Systems Development, Teacher Education

Identifiers—\*Collaborative Learning, \*Learning Environments, Web Based Instruction

This document contains the full and short papers on collaborative learning from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction) covering the following topics: comparison of applying Internet to cooperative and traditional learning; a distributed backbone system for community-based collaborative virtual universities; a European learning environment; a flexible transaction model for virtual school environments; collaborative teaching for creating learning in an engineering class; the effectiveness of a World Wide Web-based collaborative learning system on school mathematics; an agent-based collaborative learning environment for intelligent tutoring systems (ITS); and agent-oriented support environment in Web-based collaborative learning; the effectiveness of Web-based application for mailing list; implementation of a campus distance learning system using Multicast; analyses of cognitive effects of collaborative learning processes on students' computer programming; building mathematics collaborative learning Web sites; collaborative learning using GSS (Group Support System) on the Internet; design and implementation of cooperative monitoring agent using mobile agent; designing extensible simulation-oriented collaborative virtual learning environments; development of the Web-based classroom system; the gap between the discourse and the application of socio-constructivist principles of pre-service teachers using information and computer technologies; domain specific information clearinghouses; developing successful collaborative projects among European initial teacher education students; evaluating children interacting, collaborating, and learning with computers; group composition methods for cooperative learning in Web-based instructional systems; initial evidence for representational guidance of learning discourse; forming effective collaborative learning groups with ontological engineering; learning protocols for knowledge discovery; supporting semantic indexing in a mediabase system that facilitates collaborative learning; peer help for problem-based learning; promoting student learning and development in computer-based cooperative learning; an XML (eXtensible Markup Language)-based knowledge sharing and management system supporting research activities; a collaborative problem-solving environment for synchronous discussion; scientific revolutions and conceptual change in students; the distance ecological model to support self-collaborative learning in the Internet environment; the impact of learning style on group cooperative learning; the project-based cooperative learning on the Internet; tracking and guiding tools for learning groups in a Web collaborative learning system; and development and evaluation of computer-sup-

ported collaborative learning software for teacher education. (MES)

**ED 454 819** **IR 020 798**  
**ICCE/ICCAI 2000 Full & Short Papers (Computer-Assisted Language Learning).**

Pub Date—2000-11-00

Note—155p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type. In the table of contents: "MyEnglishTeacher: A WWW System for Academic English Teaching" is replaced with "Agents in a WWW System for Academic English Teaching."

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Educational Technology, Elementary Secondary Education, \*English (Second Language), Instructional Design, Postsecondary Education, \*Second Language Instruction, Systems Development, World Wide Web

Identifiers—Computer Assisted Language Instruction, \*Computer Assisted Language Learning, Learning Environments, \*Web Based Instruction

This document contains the following full and short papers on computer-assisted language learning (CALL) from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Computer-Assisted English Abstract Words Learning Environment on the Web" (Wenli Tsou and others); (2) "A New Method for Efficient Study of Kanji Using Mnemonics and Software" (Chris Houser and others); (3) "A Study of Using Web Articles To Support College English Students' Ideas in Writing" (Hsien-Chin Liou and Hsin-Yi Yeh); (4) "A Web-Based Model of Learning Java" (Chan Wai Nelson and Andy Tsang); (5) "AWETS: An Automatic Web-Based English Testing System" (Zhao-Ming Gao); (6) "CALL with a Web-Based Instructional System in Cooperative Learning Environments" (Miwah Lee); (7) "CoCoAI: Supporting Online Correction of Hypermedia Documents for CALL" (Hiroaki Ogata and others); (8) "Computer-Mediated Language Learning" (Shu Ching Yang); (9) "Designing for Interactivity" (Johanna Klassen and others); (10) "Developing a Web Concordancer for English as Foreign Language Learners" (Howard Hao-Jan Chen); (11) "Development and Evaluation of a CALL System for Supporting the Writing of Technical Japanese Texts on the WWW" (Jie Chi Yang and Kanji Akahori); (12) "Development of Japanese-English, English-Japanese Conversation System with Voice Reading Function and Machine Translation" (Yumemi Matsuzaki and Kanji Akahori); (13) "Development of the ELT in Taiwan Web Site for English Learning and Teaching" (Hsien-Chin Liou); (14) "Integrating Web-Based Materials into Course Design" (Lilly Lee Chen); (15) "Agents in a WWW System for Academic English Teaching" (Alexandra Cristea and Toshio Okamoto); (16) "Online ESL Learning: An Authentic Contact" (Yu-Chih Doris Shih and Lauren Cifuentes); (17) "Schema Theory-Based Instructional Design of Asynchronous Web-Based Language Courses" (C. Candace Chou); (18) "The Design of a Synchronous Computer Aided English Writing Environment for the Internet" (Chin-Hwa Kuo and others); (19) "The Development of a Multimedia Program for Teachers To Integrate Computers into the English Curriculum" (Ya-Fung Chang); (20) "The Effectiveness of Integrating Adaptive Computer Device and Stimulus Fading Strategy on Word-Recognition for Students with Moderate Mental Retardation" (Ming-Chung Chen and others); (21) "Using Electronic Bulletin Board as a Virtual Community To Aid College English Learning" (Yu-Chuan Cheng and Hsien-Chin Liou); and (22) "Web Speaking: a Language Learning System in the Web (David Lo and others). (MES)

**ED 454 820** **IR 020 799**  
**ICCE/ICCAI 2000 Full & Short Papers (Creative Learning).**

Pub Date—2000-11-00

Note—50p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Computer Uses in Education, Cooperative Learning, Creative Teaching, \*Educational Technology, Elementary Secondary Education, Higher Education, Systems Development, World Wide Web

Identifiers—Collaborative Learning, \*Learning Environments, Web Based Instruction

This document contains the following full and short papers on creative learning from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Collaborative Learning Support System Based on Virtual Environment Server for Multiple Agents" (Takashi Ohno, Kenji Saito, Hajime Saitoh, and Takashi Maeda); (2) "A Java-Based Interactive Learning System of Junior High School Level Geometry" (Yu-Ru Chen, Tzy-Leng Allen Horng, and Don-Lin Yang); (3) "A Study of Collaborative Teaching for Creative Learning in an Engineering Class" (Jiunn-Chi Wu, Pei-Fen Chang, Shu-San Hsiau, and Tse-Liang Yeh); (4) "An Approach to Modeling an Educational Domain" (Gennadiy Atanov); (5) "An Interactive Game System To Stimulate Word Associations" (Naoko Nitsu, Takeyuki Kojima, Bipin Indurkha, and Yoshiyuki Kotani); (6) "DIYexamer: A Web-Based Multi-Server Testing System with Dynamic Test Item Acquisition and Discriminability Assessment" (Ying-Dar Lin, Wen-Chun Sun, Chien Chou, and Huan-Yun Wei); (7) "The Artistic Interface—A Transition from Perception to Screen" (Peter D. Duffy); (8) Using Virtual Environments for Studying Water Phases and Phase Transitions" (Jorge F. Trindade and Carlos Fiolhais); and (9) "Agent-Oriented Support Environment in Web-Based Collaborative Learning" (Tomoko Kojiri and Toyohide Watanabe). (MES)

**ED 454 821** **IR 020 800**  
**ICCE/ICCAI 2000 Full & Short Papers (Educational Agent).**

Pub Date—2000-11-00

Note—27p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Computer Uses in Education, Concept Formation, Distance Education, \*Educational Technology, Elementary Secondary Education, \*Instructional Design, Intelligent Tutoring Systems, Postsecondary Education

Identifiers—Knowledge, Social Construction

This document contains the full text of the following papers on educational agent from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "An Agent-Based Intelligent Tutoring System" (C.M. Bruff and M.A. Williams); (2) "Design of Systematic Concept Learning Model Using Computer Education Search Engine" (Seong-Guk Kang, Young-Hoon Lee, and Seong-Sik Kim); (3) "Educational Agents and the Social Construction of Knowledge" (Carolyn Dowling); and (4) "A Real-Time Handwriting Communication System for Distance Education" (Hsin-Chu Chen, Jho-Ju Tu, and Jianping Zhang). An abstract of the following paper is also included:

"Strange Creatures in Virtual Inhabited 3D Worlds" (Jens F. Jensen). (MES)

**ED 454 822** **IR 020 801**  
**ICCE/ICCAI 2000 Full & Short Papers (Evaluation of Learning and Systems).**

Pub Date—2000-11-00

Note—145p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Educational Assessment, \*Educational Technology, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Methods, Foreign Countries, Higher Education, Information Technology, Systems Development, World Wide Web

Identifiers—\*System Evaluation, Technology Integration, Web Based Instruction

This document contains the full and short papers on evaluation of learning and systems from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction) covering the following topics: a new method for efficient study of Kanji using mnemonics and software; a study on the relation between touch-typing skills and thinking-typing; effects of situated learning on college students; modeling an educational domain; an assessment framework for information technology integrated instruction; the effectiveness of World Wide Web-based application for mailing list; design and use of a multimedia composition-making system for children; applicability of an educational system assisting teachers of novice programming to actual education; defining educational research and development—a content analysis of journal articles and implications for instructional technology; design and evaluation of constructivist Web-based instructional systems; design and implementation of cooperative monitoring agent using mobile agent; development and evaluation of a Web-based in-service training system for improving the information and communications technology leadership of school teachers; development of a LAN (Local Area Network)-based formative evaluation module as an instructional management system; development of a Web system to support computer exercises and its operation; EDASEQ (Exploratory Data Analysis for Sequential Data)—a log-file analysis program for assessing navigation processes; evaluating educational multimedia; evaluation of class organization in computer literacy education; evaluation of the Web-based learning system; developing successful collaborative projects between European initial teacher education students; evaluating children interacting, collaborating, and learning with computers; implementation of an internal execution simulator and its application to computer literacy education; criteria and evaluation of metadata/keywords in image retrieval; the difficulty of asynchronous learning materials based on time distribution; the usability aspects of a universal brokerage and delivery system for the Pan-European higher education; the suitability of the keyboarding or non-keyboarding Chinese input method for sixth-grade students; and Xtrain—a GUI (Graphical User Interface)-based tool for multimedia presentations, instruction, and research. (MES)

**ED 454 823** **IR 020 802**  
**ICCE/ICCAI 2000 Full & Short Papers (Globalization vs. Localization).**

Pub Date—2000-11-00

Note—11p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some



figures contain very small and illegible type.  
 Pub Type—Collected Works - General (020) —  
 Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Computer Science Education, Computer Uses in Education, \*Educational Technology, Faculty Development, Foreign Countries, Higher Education, Industrial Training, Teacher Education, Teaching Methods, Women Faculty

Identifiers—Asia, China, Globalization

This document contains two papers on globalization versus localization from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction). The first paper, "Implementing Modern Approaches to Teaching Computer Science: A Cross-Cultural Perspective" (Jill Slay and Kam W. Li), examines techniques that may be used to motivate and support computer science learning, focusing on implications for Asia and particularly for mainland China. The second paper, "Reflections on Educational Technology from Female Asian Faculty's (FAF) Perspectives" (Doris Lee, Amy S.C. Leh, Mei-Yan Lu, and Mei-Yau Shih), presents the perspectives of four panelists (four female Asian faculty members) on how the instructional technology field has influenced current faculty development, corporate training, in-service teacher education, and pre-service teacher education. (MES)

#### ED 454 824 IR 020 803 ICCE/ICCAI 2000 Full & Short Papers (Humanities and Learning Technology).

Pub Date—2000-11-00

Note—33p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) —  
 Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Cognitive Style, \*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Federal Government, Foreign Countries, Higher Education, Humanities, \*Instructional Design, \*Internet, Keyboarding (Data Entry), Search Strategies

Identifiers—China, United States, \*Web Based Instruction

This document contains the following full and short papers on humanities and learning technology from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Web-Based EFL Writing Environment: Integrating Information for Learners, Teachers, and Researchers" (David Wible, Chin-Hwa Kuo, Anne Liu, and Nai-Lung Tsao); (2) "Integrating Web-Based Materials into Course Design" (Lilly Lee Chen); (3) "Is Everyone on Board: Learning Styles and the Internet" (Michelle Hsiang, Ellen Storey Vasu, Marsha Alibrand, Nancy Atkins, and Jane Steelman); (4) "Research on Teaching Da-Yi Chinese Keyboarding by Using Adaptive Input Interface" (Ming-Chung Chen, Hwa-Pey Wang, and Lih-Ching Chen Wang); (5) "Strategies for Searching in the WWW" (Meng-Jung Tsai); (5) "The Internet-Based Educational Resources of the U.S. Federal Government" (Andy Wang and Krishelle Leong-Grotz); and (6) "Which Chinese Input Methods Is More Suitable for Sixth-Grade Pupils? Keyboarding or Non-Keyboarding" (Weichung Wang and Tainshu Ma). (MES)

#### ED 454 825 IR 020 804 ICCE/ICCAI 2000 Full & Short Papers (Instructional Design).

Pub Date—2000-11-00

Note—90p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some

figures contain very small and illegible type.  
 Pub Type—Collected Works - General (020) —  
 Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Computer Uses in Education, Constructivism (Learning), \*Educational Technology, Elementary Secondary Education, Information Technology, \*Instructional Design, Internet, Postsecondary Education, Teacher Education

Identifiers—Web Based Instruction

This document contains the full text of the following full and short papers on instructional design from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "An Experiment of Situated Learning on College Students" (Fonchu Kuo and others); (2) "An Approach to Modeling an Educational Domain" (Gennadiy Atanov); (3) "Design and Implementation of Teaching Models in Web-Based Teacher Training" (Seemin Kim and others); (4) "Do They Do as They Say? An Exploration of the Gap Between the Discourse and the Application of Socio-Constructivist Principles of Pre-Service Teachers Using ICTs" (Jacques Viens and Genevieve Legare); (5) "Is Everyone on Board: Learning Styles and the Internet" (Michelle Hsiang and others); (6) "Learning Digital Logic by Concept Mapping" (Hsiu-Mei Lin); (7) "Online Education: A Learner-Centered Model with Constructivism" (Kam Hou Vat); (8) "Schema Theory-Based Instructional Design of Asynchronous Web-Based Language Courses" (C. Candace Chou); (9) "Student Learning Issues: Factors To Consider Prior to Designing Computer-Assisted Learning for Higher Education" (Paul Wilson and George Coghill); (10) "Students' Attitude toward WPSS in Supporting Classroom Learning" (Hsiu-Ping Yueh); (11) "The Application of Scaffolding Theory on the Elemental School Acid—Basic Chemistry Web" (Zangyuan Own, Kai-Pein Wong); (12) "The Development of a Multimedia Program for Teachers To Integrate Computers into the English Curriculum" (Ya-Fung Chang); (13) "The Impact of Learning Style on Group Cooperative Learning" (Fang-Yi Hu and Nian-Shing Chen); (14) "The Production of Web-Based Interactive Video from Structured Script" (Cheng-Huang Yen); and (15) "Towards a Model of Using Information Technology in Education for Pre-Service Teacher Education" (Kai-Ming Li and others). An abstract of the following paper is also included: "Making the Most of the Internet for Potential for Education" (John Wang and Dilek Sanver). (MES)

#### ED 454 826 IR 020 805 ICCE/ICCAI 2000 Full & Short Papers (Intelligent Tutoring Systems).

Pub Date—2000-11-00

Note—202p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) —  
 Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC09 Plus Postage.

Descriptors—\*Educational Technology, Elementary Secondary Education, \*Intelligent Tutoring Systems, Internet, Postsecondary Education, Programmed Tutoring

Identifiers—Learning Environments, \*Web Based Instruction

This document contains the full and short papers on intelligent tutoring systems (ITS) from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction) covering the following topics: a framework for Internet-based distributed learning; a fuzzy-based assessment for the Perl tutoring system, a learning environment for problem posing in simple arithmetical word problems; a method of creating counterexamples by using error-based simulation; adaptive programming language tutoring system on the World Wide Web; an agent-based collaborative learning environment for ITS; an agent-based ITS; an educational system that can

visualize the behavior of programs on the domain world; an environment for learning by design in the case of learning of search algorithms; an online ITS for elementary algebra; automatic background knowledge construction using genetic algorithms; AWETS (Automatic Web-Based English Testing System); case-based evaluating assistant of novice program; CBR-Tutor—a case-based reasoning approach to an Internet agent-based tutoring system; controlling problem progression in adaptive testing; development of an intelligent learning support system with a large knowledge base; educational agents and the social construction of knowledge; generating interactive explanations by using both images and texts for Micro World; intelligent interactive learning environment design issues; towards a meta-knowledge agent—creating the context for thoughtful instructional systems; modeling the tutor using reinforcement learning; monitoring and verifying mathematical proofs formulated in a restricted natural language; a multimedia ITS for context-free grammar; MyEnglishTeacher—a Web system for academic English teaching; navigation script for the Web; organization of the introductory and motivating stage of activity in a computer tutoring system; the application of uncertainty reasoning for an ITS; the design and implementation of an automatic exercise generator with tagged documents based on the intelligence of students (AEGIS); traversing the case graphs: a computer model for developing case-based learning systems; use of abstraction levels in the design of ITS; and using decision networks for adaptive tutoring. (MES)

#### ED 454 827 IR 020 806 ICCE/ICCAI 2000 Full & Short Papers (Interactive Learning Environments).

Pub Date—2000-11-00

Note—248p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) —  
 Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC10 Plus Postage.

Descriptors—\*Computer Uses in Education, Constructivism (Learning), \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, Interaction, World Wide Web

Identifiers—Interactive Systems, Learning Environments, Web Based Instruction

This document contains the full and short papers on interactive learning environments from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction) covering the following topics: a CAL system for appreciation of 3D shapes by surface development; a constructivist virtual physics laboratory; a distributed backbone system for community-based collaborative virtual universities; a Java-based interactive learning system for junior high school level geometry; a learning environment for problem posing in simple arithmetical word problems; the effectiveness of a World Wide Web-based collaborative learning system on school mathematics; a Web-based interactive exercise system for learning mathematical functions; situated learning and college students; an environment for learning by design; implementation of a campus distance learning system using Multicast; an interactive game system to stimulate word associations; an online intelligent tutoring system for elementary algebra; application of the gray relationship matrix and learning obstacles analysis to discovery teaching; construction of an in-service training Web site for school teachers; construction of a real-time CAD learning system in a Web-based environment; extensible simulation-oriented collaborative virtual learning environments; an effective Web-based learning environment for overseas Chinese education; an information technology-immersion environment to enhance learning and teaching in design and technology; a cross-cultural communication system and Web-based Japanese education; a Web-

based multi-server testing system; a log-file analysis program for assessing navigation processes; interactive explanations using both images and texts for Micro World; a Web-based interactive learning environment; electronic mail systems in computer literacy instruction; the Internet video-on-demand system of classroom teaching; learner control in technology-mediated learning within a constructivist model; algorithm design through interactive simulation; digital logic design by concept mapping; computer-mediated communication in remote off-campus cross-cultural contexts; MathCAL's diagnostic sub-system; meta-knowledge agent; the network usage survey related to university students and occupational groups in Taiwan; a networked constructive CAI system; real-time handwriting communication systems for distance education and collaborative learning; engineering professional practice using an interactive Web-based resource; students' thinking processes when learning with computer-assisted mass lectures; the application of scaffolding theory on the elemental school acid-basic chemistry Web; dynamic knowledge generation and the learning potential ability; the externalization support system of self-explanation for learning problem-solving process; the impact of learning style on group cooperative learning; the usability aspects of a universal brokerage and delivery system for the Pan-European higher education; virtual inhabited 3D worlds and Internet-based learning environments; a language learning system on the Web; and Web-supported environments for learning and teaching statistics. (MES)

#### ED 454 828 IR 020 807

##### ICCE/ICCAI 2000 Full & Short Papers (Knowledge Construction and Navigation).

Pub Date—2000-11-00

Note—114p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

##### EDRS Price — MF01/PC05 Plus Postage.

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, Internet, \*Navigation (Information Systems), Systems Development

Identifiers—\*Knowledge Development, \*Learning Environments

This document contains the following full and short papers on knowledge construction and navigation from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "An XML-Based Tool for Building and Using Conceptual Maps in Education and Training Environments" (Juan-Diego Zapata-Rivera, Jim E. Greer, and John Cooke); (2) "CedarLearning: The Development of Learning-Centred Environments" (Tanya Wilson, Jeanette Muzio; Roger Mundell, Denise Stockley, and Lauren Vickery); (3) "Controlling Problem Progression in Adaptive Testing" (Roger E. Cooley and Sophiana Chua Abdullah); (4) "Cooperative Monitoring System Using Mobile Agent" (Young-Gi Kim, Sun-Gwan Han, and Jae-Bok Park); (5) "Development and Evaluation of a Mental Model Forming Support ITS—The Qualitative Diagnosis Simulator for the SCS Operation Activity" (Toru Miwata, Tatsunori Matsui, Toshio Okamoto, and Alexandra Cristea); (6) "Domain Specific Information Clearinghouses—A Resource Sharing Framework for Learners" (Wong Pei Yuen, Yeo Gee Kin, David Crookall, and Lua Tse Min); (7) "The Gathering and Filtering Agent of Education Newspaper for NIE" (Chul-Hwan Lee, Sun-Gwan Han, and Gee-Seop Han); (8) "Learners' Structural Knowledge and Perceived Disorientation in a Hypermedia Environment: The Effects of Information Conveying Approaches and Cognitive Styles" (Jim Jiunde Lee); (9) "Learning Protocols for Knowledge Discovery: A Collaborative Data Mining Approach to Creative Science Education"

(Feng-Hsu Wang); (10) "Navigation Script for the World Wide Web" (Sachio Hirokawa; Kengo Nishino; and Daisuke Nagano); (11) "Proposal of an XML-Based Knowledge Sharing and Management System Supporting Research Activities" (Kyoko Umeda, Takami Yasuda, and Shigeki Yokoi); (12) "Scientific Revolutions and Conceptual Change in Students: Results of a Microgenetic Process Study" (Benson M. H. Soong and Yam San Chee); (13) "The 'Half-Life' of Knowledge in the University of the 21st Century" (Roger Mundell, Denise Stockley, Jeanette Muzio, Tanya Wilson, and Lauren Vickery); (14) "The Artistic Interface—A Transition from Perception to Screen" (Peter D. Duffy); (15) "The Discussion on the Dynamic Knowledge Generation and the Learning Potential Ability" (Chao-Fu Hong, Chiu-e Chen, Ming-Hua Hsieh, Cheng-Kai Huang, and Shih-Hsiung Chang); (16) "A Distance Ecological Model To Support Self/Collaborative-Learning via Internet" (Toshio Okamoto); (17) "The Internet-Based Educational Resources of the U.S. Federal Government" (Andy Wang and Krishelle Leong-Grotz); and (18) "The Network Learning Supported by Constructivism" (Song-Min Ku). (MES)

#### ED 454 829 IR 020 808

##### ICCE/ICCAI 2000 Full & Short Papers (Life-long Learning).

Pub Date—2000-11-00

Note—59p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

##### EDRS Price — MF01/PC03 Plus Postage.

Descriptors—\*Adult Learning, Adult Literacy, \*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Faculty Development, Foreign Countries, Higher Education, Information Technology, \*Life-long Learning, World Wide Web

This document contains the following full and short papers on lifelong learning from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Study on the School Information Technology Pilot Scheme: Possibilities of Creative and Lifelong Learning" (Siu-Cheung Kong, Wing-Kei Au, and Sai-Wing Pun); (2) "Attitudes of Older Taiwanese Adults toward the Elderhostel Model of Residential Educational Programs" (Bobbie T. Biggs and Hsiu-Ying Chang); (3) "CedarLearning: The Development of Learner-Centred Environments" (Tanya Wilson, Jeanette Muzio, Roger Mundell, Denise Stockley, Lauren Vickery); (4) "Design and Implement CAI Programs for Adult Literacy Learners" (Pi-Chi Chen); (5) "Development and Evaluation of Web-Based In-Service Training System for Improving the ICT Leadership of Schoolteachers" (unavailable in English); (6) "Empowering Secondary School Teachers To Effectively Exploit Internet Resources for the Enhancement of Teaching and Learning" (Y. T. Yu and B.C. Chiu); (7) "Learning from the Learning of Other Students" (Stuart Garner); (8) "Strategies for Searching in the WWW" (Meng-Jung Tsai); (9) "The Development of a Multimedia Program for Teachers To Integrate Computers into the English Curriculum" (Ya-Fung Chang); (10) "The Production of Web-Based Interactive Video from Structured Script" (Cheng-Huang Yen); and (11) "The Web of the Teacher Professional Development" (Chia-Ling Hsu, Hsiao-Ching She, and Min-Sheng Lin). (MES)

#### ED 454 830 IR 020 809

##### ICCE/ICCAI 2000 Full & Short Papers (Methodologies).

Pub Date—2000-11-00

Note—64p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, No-

vember 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

##### EDRS Price — MF01/PC03 Plus Postage.

Descriptors—\*Computer Uses in Education, \*Educational Methods, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, Information Technology, \*Instructional Design, Systems Development, World Wide Web

This document contains the full text of the following full and short papers on methodologies from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Methodology for Learning Pattern Analysis from Web Logs by Interpreting Web Page Contents" (Chih-Kai Chang and Kuen-Shan Wang); (2) "Courseware Engineering Methodology" (Lorna Uden and Neil Willis); (3) "Defining Educational R&D: A Content Analysis of Journal Articles and Implications for Instructional Technology" replaced with "From Research to Development: A Content Analysis of Journal Articles" (Alex Rath, Shihkuan Hsu); (4) "Design and Implementation of a Chinese Web-Mail System" (Chang-Sheng Chen, Jian-Liang Liu, and Shian-Shyong Tseng); (5) "Facilitating Examples Understanding through Explicit Questioning" (Isaac P. W. Fung, R. H. Kemp); (6) "Organization of the Introductory and Motivational Stage of Activity in a Computer Tutoring System" (Genadly Atanov, Vladimir Laktushin); (7) "Relating Telecommunication Training Objectives to SMEs' Actual Needs" (Paola Forcheri, Maria Teresa Molino, and Alfonso Quarati); (8) "The 'Half-Life' of Knowledge in the University of the 21st Century" (Roger Mundell, Denise Stockley, Jeanette Muzio, Tanya Wilson, Lauren Vickery); (9) "Towards a Model of Using Information Technology in Education for Pre-Service Teacher Education" (Kai-Ming Li, Yiu, Sing Lam, Pak-Hung Li, and Kwok-Leung Wu); and (10) "Traversing the Case Graphs: A Computer Model for Developing Case-Based Learning Systems" (Isaac P. W. Fung and R. H. Kemp). The abstract of the following paper is also included: "The Rhetoric of the Web—A Semiotic Approach to the Design and Analysis of Web-Documents" (Jens F. Jensen). (MES)

#### ED 454 831 IR 020 810

##### ICCE/ICCAI 2000 Full & Short Papers (Multimedia and Hypermedia in Education).

Pub Date—2000-11-00

Note—199p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

##### EDRS Price — MF01/PC08 Plus Postage.

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, \*Hypermedia, \*Instructional Design, \*Multimedia Instruction, \*Multimedia Materials, World Wide Web

Identifiers—\*Web Based Instruction

This document contains the full and short papers on multimedia and hypermedia in education from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction) covering the following topics: learner-centered navigation path planning in world Wide Web-based learning; the relation between touch-typing skill and thinking-typing; a virtual classroom for algorithms with algorithmic support; an adaptive navigation support with reorganized learning resources for Web-based learning; design and use of a multimedia composition-making system for children; an automated quantitative extraction method of aesthetic impression from color images; building the multi-tier architecture of component-oriented multimedia CAI (Computer-Assisted Instruction) systems on the Internet; CAI system generator on the Web

using automatic trace recording; CoCoAJ (Communicative Collection Assisting System for Java)—supporting online correction of hypermedia documents for CALL (Computer-Assisted Language Learning); designing and implementing CAI programs for adult literacy learners; design for interactivity; design of multiple metaphors in user-interface; development of 3D simulation programs for classical mechanics; evaluating educational multimedia; learner control in technology-mediated learning within a constructivist model; learners' structural knowledge and perceived disorientation in a hypermedia environment—the effects of information conveying approaches and cognitive styles; learning algorithm design through interactive simulation; making exploration history interactive for Web-based learning; models and strategies for promotion of distance learning in primary schools and high schools; multimedia design for chemical visualization; multimedia intelligent tutoring system for context-free grammar; multimedia whiteboard design in Web-based remote cooperative education system; multimedia-based teaching material for learning digital signal processing; MyEnglishTeacher—a Web system for academic English teaching; natural language-like knowledge representation for multimedia educational systems; supporting semantic indexing in a mediabase system that facilitates collaborative learning; SimPCS: a Web-based PCS (Personal Communication System) learning tool; students' thinking processes when learning with computer-assisted mass lectures; system development for learning through the Internet, providing function to make Chinese characters readable for students; the automated teaching assistant—automatic contraction of teaching materials from course outlines; the criteria and evaluation of metadata/keywords in image retrieval; the development and evaluation of a learning support system for converting Web pages; the estimation of music genres using neural network and its educational use; the rhetoric of the Web—a semiotic approach to the design and analysis of Web documents; visual presentation format and knowledge discrepancy in scientific learning; and Xtrain—a graphical user interface-based tool for multimedia presentations, instruction, and research. (MES)

**ED 454 832** IR 020 811  
**ICCE/ICCAI 2000 Full & Short Papers (Networked Social Learning).**

Pub Date—2000-11-00

Note—44p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Computer Uses in Education, Constructivism (Learning), \*Cooperative Learning, Foreign Countries, Higher Education, \*Networks, \*Socialization

Identifiers—\*Collaborative Learning, Europe, \*Learning Communities, Learning Environments, Taiwan

This document contains the following full and short papers on networked social learning from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A European Learning Environment: Reflections on Teaching and Learning in a Multinational Virtual Learning Community" (Brian Hudson, Ahmed El-Gamal, Amal Gouda, Eric Knutsen, Merja Ruotsalainen, Antti Peltonen, Minna Pesonen, and Tarja Tervola); (2) "Is a Learning Theory Harmonious with Others? To Form Effective Collaborative Learning Groups with Ontological Engineering" (Akiko Inaba, Thepchai Supnithi, Mitsuru Ikeda, Riichiro Mizoguchi, and Jun'ichi Toyoda); (3) "Network Usage Survey and Its Analysis with Related Factors between University Students and Occupational Groups in Taiwan" (Gin-Gon Nancy Ju); (4) "Online Education: A Learner-Centered Model with Constructivism" (Kam Hou Vat); (5)

"Peer Help for Problem-Based Learning" (Susan Bull and Jim Greer); (6) "The Interactive Virtual Community" (Pen-Choung Sun, Chien-Chang Lee, Chun-Wen Hsu, Shower-Long Hong, and Jui-Chun Tai); and (7) "The Network Learning Supported by Constructivism" (Song-Min Ku). (MES)

**ED 454 833** IR 020 812  
**ICCE/ICCAI 2000 Full & Short Papers (Others).**

Pub Date—2000-11-00

Note—120p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, \*Information Technology, \*Instructional Design, Systems Development, World Wide Web

Identifiers—Technology Integration, Web Based Instruction

This document contains the following full and short papers from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Code Restructuring Tool To Help Scaffold Novice Programmers" (Stuart Garner); (2) "An Assessment Framework for Information Technology Integrated Instruction" (Chuan-Shih Wang and Chia-Chin Li); (3) "An Authoring Shell with Intelligent Reuse" (Kam W. Li, Jill Slay, and Warren James); (4) "An Educational Application of Integrated Route Information Service on the Internet" (Tun-Wen Pai, Chao-Lin Liu, and Chih-Yao Yang); (5) "Analyses of Cognitive Effects of Collaborative Learning Processes on Students' Computer Programming" (Jun Moriyama); (6) "Design and Implementation of a N-Tiered Heterogeneous Virtual School Administration System" (Huang Gooshyon); (7) "Design and Implementation of a WWW-Based School Official Memorandum System" (Gi-Ping Lee, Yue-Shan Chang, Ching-Chuan Chou); (8) "DIYexamer: A Web-Based Multi-Server Testing System with Dynamic Test Item Acquisition and Discriminability Assessment" (Ying-Dar Lin, Wen-Chun Sun, Chien Chou, Huan-Yun Wei); (9) "Empowering Secondary School Teachers To Effectively Exploit Internet Resources for the Enhancement of Teaching and Learning" (Y. T. Yu and B. C. Chiu); (10) "Examining Problems of Student Teachers To Build a Web-Supported Environment" (Shihkuan Hsu and Hsiou-Huai Wang); (11) "Implementing Modern Approaches to Teaching Computer Science: A Cross-Cultural Perspective" (Jill Slay and Kam W. Li); (12) "Initial Evidence for Representational Guidance of Learning Discourse" (Daniel D. Suthers); (13) "Learning from the Learning of Other Students" (Stuart Garner); (14) "Localization of a Feature Extraction Area for Touch-Type Training Using a Camera" (Masayuki Arai, Hiroyoshi Watanabe, Kenji Oguri, and Shigeo Takei); (15) "Present State and Future Direction of Woman Informatization Education in Korea" (In-Hwan Yoo, Chul-Hyun Lee, Soo-Bum Shin, and Tae-Wuk Lee); (16) "Reflections on Educational Technology from Female Asian Faculty's (FAF) Perspectives" (Doris Lee, Amy S. C. Le, Mei-Yan Lu, and Mei-Yau Shih); (17) "Space Plan for Effective Educational Software Utilization in Korea" (Soo-Bum Shin, Chul-Hyun Lee, In-Hwan Yoo, and Tae-Wuk Lee); (18) "The Web of the Teacher Professional Development" (Chia-Ling Hsu, Hsiao-Ching She, and Min-Sheng Lin); and (19) "Using Learning Object Meta-Data in a Database of Primary and Secondary School Resources" (Daniel D. Suthers). (MES)

**ED 454 834** IR 020 813  
**ICCE/ICCAI 2000 Full & Short Papers (Politics, Ethics, Standards, and Legal Issues).**

Pub Date—2000-11-00

Note—49p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Standards, \*Computer Uses in Education, Courseware, Educational Policy, \*Educational Technology, Elementary Secondary Education, Ethics, Foreign Countries, Higher Education, Information Technology, Legal Responsibility, Lifelong Learning, Metadata, Teacher Education

Identifiers—Hong Kong, New Zealand, South Korea, Technology Utilization

This document contains the following full and short papers on policies, ethics, standards, and legal issues from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Study on the School Information Technology Pilot Scheme: Possibilities of Creative and Lifelong Learning" (Siu-Cheung Kong, Wing-Kee Au, and Sai-Wing Pun); (2) "Health Risks with Computer Use in New Zealand Schools" (Kwok-Wing Lai); (3) "Information Technology Competency for Hong Kong Teachers—A New Era and a New Paradigm" (Wing Kee Au, Siu Cheung Kong, Kin Ping Leung, Eugenia Mee Wah Ng, and Sai Wing Pun); (4) "Present State and Future Direction of Woman Informatization Education in Korea" (In-Hwan Yoo, Chul-Hyun Lee, Soo-Bum Shin, and Tae-Wuk Lee); (5) "Space Plan for Effective Educational Software Utilization in Korea" (Soo-Bum Shin, Chul-Hyun Lee, In-Hwan Yoo, and Tae-Wuk Lee); and (6) "Using Learning Object Meta-Data in a Database of Primary and Secondary School Resources" (Daniel D. Suthers). (MES)

**ED 454 835** IR 020 814  
**ICCE/ICCAI 2000 Full & Short Papers (Special Education).**

Pub Date—2000-11-00

Note—27p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Chinese, \*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, Instructional Effectiveness, Keyboarding (Data Entry), Mild Mental Retardation, \*Special Education, Word Recognition

Identifiers—China, South Korea, Technology Integration

This document contains the following full and short papers on special education from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "Automated Quantitative Extraction Method of Aesthetic Impression from Color Images Using the Tone in the HLS Muncell Color Space" (Toshinori Yamasaki, Tetsuo Hattori, and Yukihiko Matsubara); (2) "Present State and Future Direction of Woman Informatization Education in Korea" (In-Hwan Yoo, Chul-Hyun Lee, Soo-Bum Shin, and Tae-Wuk Lee); (3) "Research on Teaching Da-Yi Chinese Keyboarding by Using Adaptive Input Interface" (Ming-Chung Chen, Hwa-Pey Wang, and Lih-Ching Chen Wang); and (4) "The Effectiveness of Integrating Adaptive Computer Device and Stimulus Fading Strategy on Word-Recognition for Students with Moderate Mental Retardation" (Ming-Chung Chen, Tien-Yu Li, Hwa-Pey Wang, and Kou-Ping Yang). (MES)



**ED 454 836 IR 020 815****ICCE/ICCAI 2000 Full & Short Papers (Student Modeling).**

Pub Date—2000-11-00

Note—75p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, \*Instructional Design, \*Models, \*Tutoring Identifiers—\*Learning Environments, Mental Models

This document contains the following full and short papers on student modeling from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Computational Model for Learner's Motivation States in Individualized Tutoring System" (Behrouz H. Far and Anete H. Hashimoto); (2) "A Fuzzy-Based Assessment for Perl Tutoring System" (Tang Ya, Keith C. C. Chan, Albert Wu, and Pinata Winoto); (3) "An XML-Based Tool for Building and Using Conceptual Maps in Education and Training Environments" (Juan-Diego Zapata-Rivera, Jim E. Greer and John Cooke); (4) "Controlling Problem Progression in Adaptive Testing" (Roger E. Cooley and Sophiana Chua Abdullah); (5) "Development and Evaluation of a Mental Model Forming Support ITS—The Qualitative Diagnosis Simulator for the SCS Operation Activity" (Toru Miwata, Tatsunori Matsui, Toshio Okamoto, and Alexandra Cristea); (6) "Intelligent Interactive Learning Environment: Design Issues" (Siu-Cheung Kong and Lam-Fo Kwok); (7) "Microgenetic Analysis of Conceptual Change in Learning Basic Mechanics" (Gary Chon-Wen Shyi and Shih-Tseng Tina Huang); (8) "Peer Help for Problem-Based Learning" (Susan Bull and Jim Greer); (9) "The Research on Difficulty of Asynchronous Learning Materials Based on Studying Time Distribution" (Wu-Yuin Hwang and Rueng-Lueng Shiu); and (10) "Using Decision Networks for Adaptive Tutoring" (Peng-Kiat Pek and Kim-Leng Poh). (MES)

**ED 454 837 IR 020 816****ICCE/ICCAI 2000 Full & Short Papers (System Design and Development).**

Pub Date—2000-11-00

Note—235p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, \*Instructional Design, \*Systems Development, World Wide Web

Identifiers—\*Learning Environments, \*Web Based Instruction

This document contains the full and short papers on system design and development from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction) covering the following topics: a code restructuring tool to help scaffold novice programmers; a framework for Internet-based distributed learning; a methodology for learning pattern analysis from World Wide Web logs; a novel distance learning system; an adaptive learning environment framework; an educational system that can visualize behavior of programs on the domain world; a multimedia composition-making system for children; a campus distance learning system using Multicast; the multi-tier architecture

of component-oriented multimedia CAI (Computer-Assisted Instruction) systems on the Internet; CAI system generator on the Web using automatic trace recording; CoCoAJ (Communicative Collection Assisting System for Java) supporting online correction of hypermedia documents for CALL (Computer-Assisted Language Learning); an in-service training Web site for school teachers; a content analysis of journal articles and implications for instructional technology; a Chinese Web-mail system; an N-tiered heterogeneous virtual school administration system; a Web-based school official memorandum system; teaching models in Web-based teacher training; design of multiple metaphors in user interface; a Web-based action learning environment; a Web-based learning environment for overseas Chinese education; a Web-based language learning environment; 3D simulation programs for classical mechanics; a Web system to support computer exercises; a CAI system with character code discrimination on a Web environment; an intelligent learning support system with a large knowledge base; an object-oriented learning environment based on XML (eXtensible Markup Language); integrating information technology with language pedagogy for a second language online writing system; an Internet video on demand system of classroom teaching cases; knowledge analysis of tasks for courseware design; making the most of the Internet's potential for education; natural language-like knowledge representation for multimedia educational systems; an XML-based knowledge sharing and management system supporting research activities; real-time handwriting communication systems for distance education and collaborative learning; application of uncertainty reasoning for an intelligent tutoring system; automatic construction of teaching materials from course outlines; a learning support system for converting Web pages; estimation of music genres using neural network and its educational use; usability aspects of a universal brokerage and delivery system for Pan-European higher education; use of abstraction levels in the design of intelligent tutoring systems; using highly sophisticated middleware for building arbitrarily distributed teaching environments; and Xtrain—a GUI (Graphical User Interface)-based tool for multimedia presentations instruction, and research. (MES)

**ED 454 838 IR 020 817****ICCE/ICCAI 2000 Full & Short Papers (Teaching and Learning Processes).**

Pub Date—2000-11-00

Note—241p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, \*Learning Processes, \*Teaching Methods, World Wide Web

Identifiers—\*Learning Environments, \*Web Based Instruction

This document contains the full and short papers on teaching and learning processes from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction) covering the following topics: a code restructuring tool to help scaffold novice programmers; efficient study of Kanji using mnemonics and software; a networked constructive CAI (Computer-Assisted-Instruction) system using a multiplication concept; the relation between touch-typing skill and thinking-typing; an assessment framework for information technology integrated instruction; cognitive effects of collaborative learning processes on students' computer programming; application of the Gray relationship matrix and learning obstacles analysis to discovery teaching; staff development for teaching and learning online; comparing computer anxiety by gender

among technological college students; a cross-national comparison of computer anxiety and locus of control between preservice teachers in Taiwan and the United States; computer-mediated language learning; the gap between the discourse and the application of socio-constructivist principles of preservice teachers using information and communication technologies; a log-file analysis program for assessing navigation processes; evaluating educational multimedia; evaluation of class organization in computer literacy education; evaluation of the World Wide Web-based learning system; developing successful collaborative projects between European initial teacher education students; evaluating children interacting, collaborating, and learning with computers; facilitating examples understanding through explicit questioning; information technology in instrumental music teaching and learning; learning from the learning of other students; making the most of the Internet's potential for education; networked constructive CAI system putting emphasis on communication and discussion; online ESL (English as a Second Language) learning; the introductory and motivational stage of activity in a computer tutoring system; female Asian faculty's perspectives on educational technology; strategies for searching on the Web; factors to consider prior to designing computer-assisted learning for higher education; students' attitude toward WPSS (Web-based Performance Support Systems) in supporting classroom learning; students' thinking processes when learning with computer-assisted mass lectures; telerenting in surgery; the "half-life" of knowledge in the university of the 21st century; social discourse in a network-based learning community; the artistic interface; the dynamic knowledge generation and the learning potential ability; the distance ecological model to support self/collaborative learning in the Internet environment; students' reactions to the process of learning programming; the difficulty of asynchronous learning materials based on time distribution; using information technology in education for preservice teacher education; using virtual environments for studying water phases and phase transitions; and a Web-based subject-oriented learning program on geophysics for senior high school. (MES)

**ED 454 839 IR 020 818****ICCE/ICCAI 2000 Full & Short Papers (Telecommunication in Education).**

Pub Date—2000-11-00

Note—59p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, English (Second Language), Foreign Countries, Higher Education, Instructional Design, Japanese, Systems Development, Teacher Education, \*Telecommunications, World Wide Web

Identifiers—Learning Environments, Taiwan, Web Based Instruction

This document contains the following full and short papers on telecommunications in education from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Flexible Transaction Model for Virtual School Environments" (Woochun Jun and Sukki Hong); (2) "Design and Implementation of a WWW-Based School Official Memorandum System" (Gi-Ping Lee, Yue-Shan Chang, and Ching-Chuan Chou); (3) "Design and Implementation of Web-Based Learning System for Teacher-Training Programme" (Wai-Ming Yip and Wing Kee Au); (4) "Development of Japanese-English, English-Japanese Conversation System with Voice Reading and Machine Translation" (Yumemi Matsuzaki and Kanji Akahori); (5) "The Gathering and Filtering Agent of

Educational Newspaper for NIE" (Chul-Hwan Lee, Sun-Gwan Han, and Hee-Seop Han); (6) "Integrating Electronic Mail Systems in Computer Literacy Instruction: Its Impacts on Student Attitudes and Interpersonal Relationships" (Fu-Yun Yu); (7) "Network Usage Survey and Its Analysis with Related Factors between University Students and Occupational Groups in Taiwan" (Gin-Fon Nancy Ju); (8) "Online ESL Learning: An Authentic Contact" (Yu-Chih Doris Shih and Lauren Cifuentes); (9) "Relating Telecommunication Training Objectives to SMEs' Actual Needs" (Paola Forcheri, Maria Teresa Molino, and Alfonso Quarati); and (10) "Web Based Real Plus Virtual Observatory Project" (Masato Soga, Takuma Okuno, and Hideaki Kawanishi). (MES)

**ED 454 840** IR 020 819  
**ICCE/ICCAI 2000 Full & Short Papers (Virtual Lab/Classroom/School).**

Pub Date—2000-11-00

Note—97p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, Laboratories, Systems Development, World Wide Web

Identifiers—\*Learning Environments, South Korea, \*Virtual Classrooms, Virtual Universities, Web Based Instruction

This document contains the following full and short papers on virtual laboratories, classrooms, and schools from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A Collaborative Learning Support System Based on Virtual Environment Server for Multiple Agents" (Takashi Ohno, Kenji Saito, Hajime Saitoh, and Takashi Maeda); (2) "A Constructivist Virtual Physics Laboratory" (Fu-Kwun Hwang); (3) "A Distributed Backbone System for Community-Based Collaborative Virtual Universities" (Qun Jin, Jingde Cheng, Hiroaki Ogata, and Yoneo Yano); (4) "A Flexible Transaction Model for Virtual School Environments" (Woochun Jun and Sukki Hong); (5) "A Virtual Classroom for Algorithms with Algorithmic Animation Support" (Jian Shyu Shyong, Yin Te Tsai, and R.C.T. Lee); (6) "Agent-Oriented Support Environment in Web-Based Collaborative Learning" (Tomoko Kojiri and Toyohide Watanabe); (7) "Building the Virtual Classroom for the New Millennium" (Chien-Chih Lee); (8) "Design and Implementation of a N-Tiered Heterogeneous Virtual School Administration System" (Huang Gooshyon); (9) "Developing an IT-Immersion Environment To Enhance Learning and Teaching in Design and Technology" (Ting Kau Lo, Wing Kee Au, and Wai Ming Yip); (10) "Development of the Web-Based Classroom System To Be Implemented by the Teachers" (Go Ota and Kanji Akahori); (11) "Models and Strategies for Promotion of Distance Learning in Primary Schools and High Schools" (Jia-Rong Jerome Wen, Chia Chin Li, and Jian Jie Deng); (12) "Monitoring and Verifying Mathematical Proofs Formulated in a Restricted Natural Language" (Peter Schmidt); (13) "Simulating Engineering Professional Practice Using an Interactive Web-Based Resource: A Virtual Engineering Consultancy Company (VECC)" (Robert M. Corderoy and Paul Cooper); (14) "The Status of Cyber University in Korea and Its Future Direction" (Sukhee Wang and Youngsil Kim); (15) "Two Types of Virtual School in INET Supported by Teacher's Group—Collaboration Type and Loosely Connected Type" (Shoichi Kinoshita and Nobuyuki Arakawa); (16) "WALTZ: A Web-Based Adaptive/Interactive Learning and Teaching Zone" (Long-Chyr Chang, Heien-Kun Chiang, and Pi-Shin Wey); and (17) "Web-Based Subject-Oriented Learning Program on Geophysics for Senior High

School" (Rong-Kuan Yang, Yi-Ben Tsai, and Shi-Jen Lin). (MES)

**ED 454 841** IR 020 820  
**ICCE/ICCAI 2000 Full & Short Papers (Virtual Reality in Education).**

Pub Date—2000-11-00

Note—67p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, Instructional Design, Systems Development, \*Virtual Reality, World Wide Web

Identifiers—\*Learning Environments, Web Based Instruction

This document contains the full text of the following full and short papers on virtual reality in education from ICCE/ICCAI 2000 (International Conference on Computers in Education/International Conference on Computer-Assisted Instruction): (1) "A CAL System for Appreciation of 3D Shapes by Surface Development (C3D-SD)" (Stephen C. F. Chan, Andy Wai, Jean Chow, and Vincent T. Y. Ng); (2) "A Case Study of Creating Geochemistry Lab of Virtual Reality in Education" (Fung-Chun Li, Jer-Yann Lin, Shyh-Hsiung Liu, Shih-Hua Hsu, Chau-Rong Tarn, Chan-Fu Yiang, and Tzong-Ying Wu); (3) "A Virtual Reality Application for Middle School Geometry Class" (Ki-Sang Song, Byung-Rae Han, and Woo Yul Lee); (4) "Constructing a Real-Time CAD Learning System Based on OpenGL in Web-Based Environment" (Wen-Chai Song, Shih-Ching Ou, and Song-Rong Shiau); (5) "Designing Extensible Simulation-Oriented Collaborative Virtual Learning Environments" (Yam San Chee and Yong Bing Khoo); (6) "The Effect of Virtual Reality Learning Transfer with Different Cognitive Style" (Jia-Rong Wen and Li-Ling Hsu); (7) "Using Virtual Environments for Studying Water Phases and Phase Transitions" (Jorge F. Tindade and Carlos Fiolhais); (8) "Using Virtual Reality Courseware To Enhance Secondary School Student Learning in Geosciences" (Hsiao-Shen Wang and Jyr-Ching Hu); (9) "WALTZ: A Web-Based Adaptive/Interactive Learning and Teaching Zone" (Long-Chyr Chang, Heien-Kun Chiang, and Pi-Shin Wey); and (10) "Web-Based Subject-Oriented Learning Program on Geophysics for Senior High School" (Rong-Kuan Yang, Yi-Ben Tsai, and Shi-Jen Lin). Abstracts of the following papers are also included: "Strange Creatures in Virtual Inhabited 3D Worlds" (Jens F. Jensen) and "Virtual Inhabited 3D Worlds and Internet Based Learning Environments" (Jens F. Jensen). (MES)

**ED 454 842** IR 020 821  
**ICCE/ICCAI 2000 Full & Short Papers (Web-Based Learning).**

Pub Date—2000-11-00

Note—540p.; In: Learning Societies in the New Millennium: Creativity, Caring & Commitments. International Conference on Computers in Education/International Conference on Computer-Assisted Instruction (Taipei, Taiwan, November 21-24, 2000); see IR 020 792. Some figures contain very small and illegible type.

Pub Type—Collected Works - General (020) — Speeches/Meeting Papers (150)

**EDRS Price — MF02/PC22 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, Cooperative Learning, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, \*Instructional Design, \*Systems Development, \*World Wide Web

Identifiers—Collaborative Learning, Learning Environments, \*Web Based Instruction

This document contains full and short papers on World Wide Web-based learning from ICCE/ICCAI 2000 (International Conference on Computers in

Education/International Conference on Computer-Assisted Instruction). Topics covered include: design and development of CAL (Computer Assisted Learning) systems; design and development of WBI (Web-Based Instruction) systems; application of the Internet to cooperative and traditional learning; a WBI system supporting individual learning styles; a multinational virtual learning community; Internet-based distributed learning; interactive learning systems; collaborative teaching for creative learning; networked constructive CAI (Computer Assisted Instruction) systems; the effectiveness of a Web-based collaborative learning system on mathematics; corporate trainers' experiences with Intranet-based training; building mathematics collaborative learning Web sites; building multi-tier component-oriented multimedia CAI systems; CALL (Computer Assisted Language Learning) in cooperative learning environments; intelligent tutoring systems; constructing an in-service training Web site for teachers; constructing a real-time CAD (Computer Assisted Design) learning system; teaching models in Web-based teacher training; measuring the effectiveness of Web-based learning materials; developing a Web concordance for ESL (English as a Second Language) learners; domain specific information clearinghouses; student learning styles, motivation, learning strategies, and achievement in Web-based learning; a second language online writing system; learner control in technology-mediated learning within a constructivist model; schema theory-based instructional design of asynchronous Web-based language courses; analysis of social discourse in a network-based learning community; the Internet-based educational resources of the U.S. government; and virtual reality. (MES)

**ED 454 843** IR 020 822

Broughton, Elizabeth

**Information Communication Technology (ICT) Shaping Student Affairs.**

Pub Date—2000-10-00

Note—9p.; Paper presented at the combined Meeting of the Ohio College Personnel Association and the Michigan College Personnel Association (Toledo, OH, October 25-27, 2000).

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Computer Uses in Education, Educational Development, Educational Technology, Higher Education, \*Information Technology, Professional Personnel, \*Student Personnel Services, \*Student Personnel Workers, \*Telecommunications, World Wide Web

This paper opens with the following questions: "How prepared are you as a student affairs professional for information communication technology (ICT)? Do you understand such concepts as portals, e-business, Napster, computer use policies, and wireless communication? Will student affairs be shaped by ICT or will student affairs help shape ICT on our campuses?" After noting that some student affairs professionals are threatened by ICT, the paper lists 10 guidelines, developed by Komives and Petersen (1997), to consider when utilizing ICT. It then describes Web sites for student affairs professionals on using ICT. The sites are listed under the following categories: Professional Resource Information; Student Learning; Assessment; and Service Delivery. (AEF)

**ED 454 844** IR 020 823

**Michigan's State Technology Plan (1998).**

Michigan State Dept. of Education, Lansing.

Pub Date—1998-00-00

Note—62p.; For the 2000 Update, see IR 020 824.

Available from—For full text: <http://www.mde.state.mi.us/tpplan/final.shtml>

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Computer Uses in Education, Curriculum Development, Educational Development, \*Educational Technology, Elementary

Secondary Education, State Action, State Programs, \*Statewide Planning  
 Identifiers—\*Michigan, Technology Implementation, \*Technology Plans

"Michigan's State Technology Plan (1998)" includes 21 Recommendations and 14 Belief Statements in categories ranging from incorporating technology into the curriculum and training teachers and other staff members to funding educational technology programs and establishing technical standards and a telecommunications infrastructure on which educators can rely. Contents include: Position of the State Board of Education; Introduction; History of State Technology Planning; Alignment with Other Initiatives; and Assessment of Michigan's Performance. The Belief Statements and Recommendations follow. Recommendations are provided in these areas: Equity; Technology Integration; Competency Expectations of K-12 Graduates; Training; Technology Budgets and Training; Teacher Competencies; Information Clearinghouse; Technology Staffing Levels; Supplementary Technical Support; Infrastructure Support; Technical Standards; Model Technology Plan; Technology Appropriation; Funding Flexibility; Collaboration; Statewide Purchasing and Licensing; Advocacy; Public Awareness; Administrative Communications; Electronic Learning Community; and State Technology Plan. Appendices list members of the Educational Technology Advisory Group, and recommendations citations and additional material. For each Recommendation, the following are identified: challenge; the Recommendation statement itself; rationale and implementation; resources; success; and citations. (AEF)

ED 454 845

IR 020 824

**Michigan's State Technology Plan (1998). Update 2000.**

Michigan State Dept. of Education, Lansing.

Pub Date—2000-00-00

Note—57p.; For the previous version, see IR 020 823.

Available from—For full text: <http://www.mde.state.mi.us/tplan/final.shtml>.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Computer Uses in Education, Curriculum Development, Educational Development, \*Educational Technology, Elementary Secondary Education, State Programs, \*Statewide Planning

Identifiers—\*Michigan, \*Technology Plans

"Michigan's State Technology Plan (1998)" includes 21 Recommendations and 14 Belief Statements that focus on incorporating technology into the curriculum, training teachers and other staff members, funding educational technology programs, and establishing technical standards and a telecommunications infrastructure on which educators can rely. In keeping with Recommendation number 21 that the Technology Plan be regularly reviewed and updated, this "Update 2000" contains the original material from the 1998 Plan, with status reports and additional recommendations. Contents include: Position of the State Board of Education; Introduction; History of State Technology Planning; Alignment with Other Initiatives; and Assessment of Michigan's Performance. Belief Statements and Recommendations follow. Recommendations are in these areas: Equity; Technology Integration; Competency Expectations of K-12 Graduates; Training; Technology Budgets and Training; Teacher Competencies; Information Clearinghouse; Technology Staffing Levels; Supplementary Technical Support; Infrastructure Support; Technical Standards; Model Technology Plan; Technology Appropriation; Funding Flexibility; Collaboration; Statewide Purchasing and Licensing; Advocacy; Public Awareness; Administrative Communications; Electronic Learning Community; and State Technology Plan. For each Recommendation, the following are identified: challenge; the Recommendation statement itself; rationale and implementation; resources; success; citations, and Update 2000. The appendices were not changed since the 1998 document, and are therefore not included in this Update. (AEF)

ED 454 846

IR 020 825

Hall, Richard, Ed.

**NAWeb 99: What Works and Why. International Conference on Web-Based Learning (5th, New Brunswick, Canada, October 2-5, 1999).**

Pub Date—1999-00-00

Note—178p.; Some papers are not available.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Computer Assisted Instruction, \*Computer Uses in Education, Courseware, Curriculum Development, Educational Development, Educational Technology, Foreign Countries, Higher Education, Instructional Design, \*World Wide Web

Identifiers—Technology Integration, \*Web Based Instruction

This proceedings of the Fifth International Conference on Web-Based Learning, NAWeb 99, includes the following papers: "Coordinating Different Masters and Customers: Dalhousie's Diploma in Disability Management Program"; "The Design, Development, Implementation, and Evaluation of a Graduate Level Course for Teaching Web-Based Instruction"; "Tracking the Change Process: Adopting Web-Based Teaching in an Education Program"; "Web-Based Instruction: How Effective Is It? A New Zealand Perspective"; "BPM Online: A Case Study Describing the Development and Implementation of an Internet-Based Undergraduate Business Program at Nova Southeastern University"; "Designing for the Web in a Seamless, Multi-Modal University"; "A Hybrid Approach to Web-Delivered Courses: Preparing Principals and Superintendents"; "Accessible Web-Based Distance Education: Principles and Best Practices"; "Multi Tiered Technology Interventions: The Virtual Business Training Center, an Online Corporate University"; "Techniques and Strategies for International Group Work: An Online Experience"; "Full-Screen Full-Motion Video & Web-Based Learning: Near-Line Solutions in the Pre-Broadband Era"; "Student Motivation and Distance Education on the Web: Love at First Sight?"; "Model for the Development of Courses Based on Web with Acquisition of Practical Abilities: Experiences of Its Implementation"; "Web-Based Evaluation for the Convenience of Students, Markers, and Faculty"; "Student-Centered, Instructor-Engaged: Lessons from the Asynchronous Frontier"; and "Training Managers of the Distance Education Enterprise: A Master's Degree in Distance Education." Five posters are also included: "Academic Preparation for Science: A Multimedia Project"; "Why Bother? Reasons for Making the Web Accessible"; "Evaluating Student Perceptions of Web-Based Learning"; "Phase Theory: A Taxonomy of Web Course Management"; and "Molecular Structure Tutorial: Visualization for Change." (AEF)

ED 454 847

IR 020 826

Hall, Richard, Ed.

**NAWeb 2000: Web-Based Learning - On**

**Track! International Conference on Web-Based Learning. (6th, New Brunswick, Canada, October 14-17, 2000).**

Pub Date—2000-00-00

Note—157p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Computer Assisted Instruction, \*Computer Uses in Education, Courseware, Curriculum Development, Educational Development, Educational Technology, Foreign Countries, Higher Education, Instructional Design, \*World Wide Web

Identifiers—Technology Integration, \*Web Based Instruction

This proceedings of the Sixth International Conference on Web-Based Learning, NAWeb 2000, includes the following papers: "Is a Paradigm Shift Required To Effectively Teach Web-Based Instruction?"; "Issues in Courseware Reuse for a Web-Based Information System"; "The Digital Curriculum Database: Meeting the Needs of Industry and the Challenge of Enhanced Student Learning";

"Online Learning: What Do Teachers Need To Know about Communicating Online?"; "FITness: A Web-Based Program To Improve Fluency in Information Technology at UNB"; "Pedagogical Issues in Web-Based Learning: The Digital Learning Interactive Approach"; "Higher Learning Online: Using Constructivist Principles To Design Effective Asynchronous Discussion"; "A Model of Faculty and Course Development for Distance Education"; "Teaching Assistant Portal-A Web-Based Tool for Enhancing Teaching and Learning of Lecture-Based Modules"; "Facing the Realities of On-line Delivery"; "Web Interfacing: Merging Statistical Processing with Internet-Based Read and Write Procedures"; "Shifting Pedagogical Trends in Online Teaching at the Mount"; "Integrating Courseware Management Systems with a Website Creation Tool"; "Usability and Learning in On-Line Environments: A Case of Interactive Encounters"; and "Teaching Molecular Biology on the Web." Also included are the following posters: "From Exploration to Consolidation: Ten Years of the Web at Southern Cross University"; "Developing an E-Class Model at Athabasca University"; "Development of an On-Line Graduate Program in Human Resource Development"; "Cognitive Load Reduction in an Onscreen Calculus: A Preliminary Experiment with Voiceovers"; "Wired Class: A Web-Based Learning Environment for Teaching Students at a Distance"; "A Hybrid CD-Internet CD-ROM for Pharmaceutical Care Laboratory Instruction"; "Developing Staff Capability for Online Learning and Delivery: An Australian Framework"; and "What Next? Cutting Back after Three Years of Online Delivery." (AEF)

ED 454 848

IR 020 827

Guice, Abdul Azeez, McCoy, Leah P.

**The Digital Divide in Native American Tribal Schools: Two Case Studies.**

Pub Date—2001-04-00

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Computers, American Indians, Case Studies, Computer Attitudes, \*Computer Uses in Education, Cultural Influences, \*Educational Technology, Ethnography, High Schools, \*Tribally Controlled Education

Identifiers—\*Digital Divide, Native American Administrator Program, \*Native Americans

This study examined utilization of digital resources at two different Native American tribal schools, one located in the Southwest and another in the Northwest. Ethnographic methods were employed in the study to explore the cultural issues involved in the use of computers in the tribal schools. Site visits were conducted of the two schools. Observations on the reservations and in the schools provided a picture of reservation life and current computer usage. Extensive interviews with administrators and teachers in the schools revealed information about the deeper cultural issues underlying the reasons for tribal choices relating to computer use. Findings indicated that the most important issue affecting technology use in these two tribal schools involved the tribes' attitudes toward education. The biggest difference between the two tribes was observed to be the commitment from the administrators and each tribe's value of education. Administrators in the tribal high school at the Southwest reservation were committed to improving and bringing more resources to the school. With the exception of the one technology instructor, the same observation was not made at the Northwest reservation. The author concludes that the digital divide is not so much caused by lack of funds and materials as it is by difference in cultural values. (AEF)

ED 454 849

IR 020 828

McCoy, Leah P., Heafner, Tina L., Burdick, Matthew G., Nagle, Laura M.

**Gender Differences in Computer Use and Attitudes on a Ubiquitous Computing Campus.**



Pub Date—2001-04-00

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—College Students, \*Computer Attitudes, Computer Mediated Communication, \*Computer Uses in Education, Higher Education, Sex Differences, \*Student Attitudes, Student Reaction, \*Student Surveys

As colleges and universities consider various options for wide scale "computerization," one southern liberal arts university has instituted a technology program that insures that all students have equal access to laptop computers. At this university, each student is issued his or her own IBM ThinkPad, and activities involving this computer are infused throughout the academic and social life of the campus. This study examined the computer uses and attitudes of male and female students who had experienced a technology-rich environment for four years. Participants in the study were students in the Class of 2000 at this ubiquitous computing university. Approximately 800 students were surveyed near the end of their senior year to obtain their self-reports of computer use and computer attitudes. Overall, use data indicated that students used the computer in various ways. Students reported that they used the computer "often" for: word processing (97%); e-mail for pleasure (98%); e-mail for classes (73%); and Web resources for classes (50%). For further analysis, the frequency of individual use was added and the following categories were created to form scores: Tool; Communication; Resources; Entertainment; and Total Use. These categories of use were compared for males and females using independent T-tests. Results showed that males were more frequent users in the categories of Resources, Entertainment, and Total Use. There were no significant differences for Tool Use or Communication. On the attitude survey items, 73% of the students reported that they "loved" computers, while 23% "liked" them, 4% "disliked" them, and 1% "hated" them. Eighty-three percent of the seniors felt that the ThinkPad had significantly impacted the campus culture, 75% felt that it had helped in their overall educational life, and 48% felt that it had helped in their overall social life. Responses on all of these attitude items were independent of gender. (Contains 17 references.) (AEF)

**ED 454 850**

IR 020 829

*Fabos, Bettina*

**Media in the Classroom: An Alternative History.**

Pub Date—2001-04-00

Note—77p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Educational Change, Educational Development, Educational Equipment, \*Educational History, \*Educational Media, \*Educational Technology, Films, Radio, Technological Advancement, Television

Instead of forcing a pattern that attempts to liken technology with technology, this paper tells a number of individual, more complicated stories about how certain technologies entered the classroom and differed drastically in terms of their potential as teaching aids. In doing so, the paper investigates the historical, political and economic context in which each major classroom technology over the past century emerged. With these considerations, the paper ventures an alternative version of educational technology history that hinges on three factors: (1) the educational technologies that emerged throughout the 20th century had varying levels of potential in the classroom; (2) the historical, political and economic conditions of each emerging technology influenced the nature of the educational content transmitted over the respective communication mediums; and (3) the quality of educational content, not the technology itself, was a significant factor (and perhaps the most neglected one in

contemporary research) as to why each technology did not succeed in the classroom. Highlights include: Film in the Classroom; Analyzing the Failure of Film Technology; The Failure of Film Content; Radio in the Classroom; The Potential of Educational Radio; The Growth of Commercialized Educational Radio; Television in the Classroom; and The "Success" of Channel One. In reviewing the history of the educational technology industries and the educational content that came out of these industries it becomes clear that teachers were concerned and constrained by their ability to produce or influence educational content, and by the limited and commercialized educational fare that accompanied each medium. (Contains 53 references.) (AEF)

**ED 454 851**

IR 020 831

*Cakiroglu, Erdinc. Cagiltay, Kursat. Cakiroglu, Jale Us. Cagiltay, Nergiz*

**Elementary and Secondary Teachers' Perspectives about the Computer Use in Education.**

Pub Date—2001-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Access to Computers, \*Computer Attitudes, \*Computer Uses in Education, Educational Needs, Educational Technology, Elementary Secondary Education, Foreign Countries, \*Teacher Attitudes

Identifiers—Turkey

The purpose of this study was to find out how teachers use computers in education, and how they perceive the use of computers in education in Turkey. Data was obtained through a 90-item questionnaire, from 202 teachers working in the schools of one mid-sized and three major Turkish cities. The following questions were addressed in the study: "What is the current availability of computers to teachers and their students?" "How do teachers use computers in school and in the classroom?" "What are their beliefs about computers in educational settings?" and "What are the teachers' concerns and needs in terms of computer use and curriculum?" It was found that a considerable number of teachers (41%) had never used a computer. Still, most of the teachers indicated that they had positive beliefs about the influence of computer use in instruction. In expressing obstacles to computer use in instruction, teachers reported that the lack of computers, unsuitable curriculum, and the lack of teachers' knowledge of computers are the most important problems in their schools. (Contains 11 references and 9 figures.) (AEF)

**ED 454 852**

IR 058 143

*Barrett, G. Jaia, Ed.*

**A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC, 2000.**

Association of Research Libraries, Washington, DC.

Report No.—ISSN-1050-6098

Pub Date—2000-00-00

Note—98p.; Previous title of newsletter: "ARL: A Bimonthly Newsletter of Research Library Issues and Actions." Published bimonthly; only five issues were published in 2000. For the 1999 issues, see ED 437 979.

Available from—Association of Research Libraries, 21 Dupont Circle, Washington, DC 20036 (members \$25 per year for additional subscription; nonmembers \$50 per year). Tel: 202-296-2296; Fax: 202-872-0884; Web site: <http://www.arl.org/newsltr/2000.html>.

Journal Cit—ARL; n208-213 Feb-Dec 2000

Pub Type—Collected Works - Serials (022)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Academic Libraries, Higher Education, Information Services, Library Associations, Library Cooperation, Library Development, Newsletters, Publishing Indus-

try, \*Research Libraries, Scholarly Communication, Scholarly Journals

Identifiers—\*Association of Research Libraries

This document consists of the five issues of the bimonthly ARL (Association of Research Libraries) newsletter which cover the year 2000. Each issue includes some or all of the following sections: "Current Issues"; reports from SPARC (Scholarly Publishing and Academic Resources Coalition), Coalition for Networked Information, Office of Leadership & Management Services, and Office of Scholarly Communication; "Diversity"; "Preservation"; "Statistics and Measurement"; "Federal Relations"; "ARL Activities"; and a calendar of events. A special double issue (for February and April) focuses on human resources. "Current Issues" articles cover: principles for emerging systems of scholarly publishing; the feasibility of the ARL developing a "library.org" Web presence, or scholars portal; library catalogs, scholarly portals, and blending the features of both in libraries; and establishing a role for research libraries in learning outcomes assessment programs. (AEF)

**ED 454 853**

IR 058 144

**Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000).**

Library of Congress, Washington, DC. Cataloging Directorate.

Pub Date—2000-11-00

Note—538p.; For individual papers, see IR 058 145-166.

Available from—For full text: <http://lcweb.loc.gov/catdir/bibcontrol/conference.html>.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price — MF02/PC22 Plus Postage.**

Descriptors—\*Access to Information, Authority Control (Information), \*Cataloging, Electronic Libraries, \*Information Services, Library Catalogs, Library Surveys, \*World Wide Web

Identifiers—Anglo American Cataloging Rules 2, \*Electronic Resources, Library of Congress, MARC, \*Metadata, Web Sites

The goals of this conference, sponsored by the Library of Congress Cataloging Directorate, were to develop an overall strategy to address the challenges of improved access to World Wide Web resources through library catalogs and applications of metadata and to identify attainable actions for achieving the objectives of the overall strategy. This proceedings contains the text of the keynote address, "From Card Catalogues to WebPACs: Celebrating Cataloguing in the 20th Century" (Michael Gorman) and the following conference papers: "The New Context for Bibliographic Control in the New Millennium" (Clifford Lynch); "Metadata for Web Resources: How Metadata Works on the Web" (Martin Dillon); "The Catalog as Portal to the Internet" (Sarah E. Thomas); "The Library Catalogue in a Networked Environment" (Tom Delsey); "International Metadata Initiatives: Lessons in Bibliographic Control" (Priscilla Caplan); "Is Precoordination Unnecessary in LCSH? Are Web Sites More Important to Catalog than Books? A Reference Librarian's Thoughts on the Future of Bibliographic Control" (Thomas Mann); "Crossing a Digital Divide: AACR2 and Unaddressed Problems of Networked Resources" (Matthew Beaumont); "Exploiting LCSH, LCC, and DDC to Retrieve Networked Resources: Issues and Challenges" (Lois Mai Chan); "Resource Discovery Using Z39.50: Promise and Reality" (William E. Moen); "Authority Control on the Web" (Barbara B. Tillett); "AACR2 and Its Place in the Digital World: Near-Term Solutions and Long-Term Direction" (Ann Huthwaite); "Extending MARC for Bibliographic Control in the Web Environment: Challenges and Alternatives" (Sally McCallum); "Business Unusual: How Event-Awareness May Breathe Life into the Catalog?" (Carle Lagoze); "Descriptive Resource Needs from the Reference Perspective: Report on a Survey of U.S. Reference Librarians" (Carolyn Larson and Linda Arret); "Some Observations on Metadata and Digital Libraries" (Caroline R. Arms); "An Initial Survey

and Description of How Selected United States Government Libraries, Information Centers, and Information Services Provide Public Access to Information via the Internet" (Thomas A. Downing); "A Comparison of Web Resource Access Experiments: Planning for the New Millennium" (Jane Greenberg); "Redesign of Library Workflows: Experimental Models for Electronic Resource Description" (Karen Calhoun); "Metadata, Cataloging, Digitization and Retrieval: Who's Doing What to Whom: The Colorado Digitization Project Experience" (Liz Bischoff and William A. Garrison); "Exploring Partnerships: What Can Producers and Vendors Provide?" (Michael Kaplan); and "Partnerships to Mine Unexploited Sources of Metadata" (Regina Romano Reynolds). The conference program is also included. (MES)

**ED 454 854** IR 058 145

Gorman, Michael

**From Card Catalogues to WebPACs: Celebrating Cataloguing in the 20th Century.**

Pub Date—2000-11-00

Note—11p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/gorman\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/gorman_paper.html).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Cataloging, \*Library Catalogs, Online Systems, \*Standards, World Wide Web Identifiers—American Library Association, Anglo American Cataloging Rules, Anglo American Cataloging Rules 2, Historical Background, International Standard Bibliographic Description, MARC

This paper provides an overview of cataloging in the 20th century. Highlights include: (1) issues in 1901, including the emerging cooperative cataloging system and the work of Charles Ammi Cutter; (2) the 1908 code, i.e., "Catalog Rules: Author and Title Entries," published in British and American editions; (3) the Vatican rules, a code of rules published by the Vatican Library in 1931; (4) the 1941 "ALA (American Library Association) Cataloging Rules, Preliminary American Second Edition"; (5) the "Red Book," i.e., "The ALA Cataloging Rules for Author and Title Entries," published in 1949; (6) the work of Seymour Lubetzky, author of a critique of the ALA rules; (7) the 1968 AACR (Anglo-American Cataloging Rules); (8) the MARC and ISBD (International Standard Bibliographic Description) frameworks developed in the late 1960s and early 1970s; (9) the publication in 1978 of AACR2 (Anglo-American Cataloging Rules, 2nd edition); and (10) OPACs (Online Public Access Catalogs) and WebPACs. (Contains 16 references.) (MES)

**ED 454 855** IR 058 146

Lynch, Clifford

**The New Context for Bibliographic Control in the New Millennium.**

Pub Date—2000-11-00

Note—11p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/lynch\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/lynch_paper.html).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Access to Information, \*Cataloging, Information Networks, \*Information Retrieval, \*Information Seeking, Nonprint Media, Online Systems, Relevance (Information Retrieval), Standards

Identifiers—\*Digital Data

This paper considers the ways in which information finding is changing in a world of digital information and associated search systems, with

particular focus on methods of locating information that are distinct from, but complementary to, established practices of bibliographic description. The following three general approaches to identifying potentially relevant information are described: through bibliographic surrogates that represent an intellectual analysis and description of aspects and attributes of a work; through computational, content-based techniques that compare queries to parts of the actual works; and through social processes that exploit the opinions and actions of communities that author, read, and evaluate works, as well as the information seeker's view of those communities. Ways that computational content-based retrieval can help information seekers and techniques for making non-textual materials available are discussed. Three areas are explored as part of the context for the new bibliographic control: (1) bibliographic control is not just about rules and practices, it also depends upon a complex infrastructure of authority files and classification structures; (2) the networked information environment has a democratizing and empowering character; and (3) as part of the massive migration of content to digital form, we are approaching a crucial point in standards-setting. (MES)

**ED 454 856** IR 058 147

Dillon, Martin

**Metadata for Web Resources: How Metadata Works on the Web.**

Pub Date—2000-11-00

Note—22p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/dillon\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/dillon_paper.html).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Access to Information, \*Cataloging, Knowledge Representation, Library Role, \*Metadata, Standards, \*World Wide Web Identifiers—\*Dublin Core, Web Sites

This paper discusses bibliographic control of knowledge resources on the World Wide Web. The first section sets the context of the inquiry. The second section covers the following topics related to metadata: (1) definitions of metadata, including metadata as tags and as descriptors; (2) metadata on the Web, including general metadata systems, resource description, PICS (Platform for Internet Content Selection) and other content controllers, the BizTalk and SOAP (Simple Object Access Protocol) frameworks, and rights management; and (3) the resource description framework, including the future of XML (eXtensible Markup Language). The third section addresses issues related to the Dublin Core metadata standard, including degree of completeness, institutional support, implementation, extensibility rules, and difficulties with the creator and relation elements. This section also considers difficulties with the object-attribute model. The fourth section discusses the role of libraries in Web resource description, including reasons why searching alone will not replace the need for human cataloging in the near future. The fifth section presents recommendations related to the following three options for libraries to provide access to knowledge resources on the Web: use or adapt MARC/AACR2; create a library metadata system with the same aims as the Dublin Core; or use or adapt the Dublin Core. Several relevant Web sites are listed. (MES)

**ED 454 857** IR 058 148

Thomas, Sarah E.

**The Catalog as Portal to the Internet.**

Pub Date—2000-11-00

Note—18p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: <http://lcweb.loc.gov/catdir/bibcontrol/>

[thomas\\_paper.html](http://thomas_paper.html).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Access to Information, Cataloging, Electronic Libraries, \*Gateway Systems, \*Internet, \*Library Catalogs, Library Role, \*Library Services

Identifiers—Electronic Resources, OCLC

This paper examines the potential of the library catalog to serve as a portal to the Internet. The first section provides an overview of the development of the catalog, including the emergence of the union catalog, standardization of cataloging practice, MARC format, and the insufficiency of resources to catalog all the titles acquired by libraries. The second section addresses catalogs in the new millennium, including the variety of formats cataloged, enhancements in online catalogs to improve the quality of access, gateways to networked resources, database aggregations, OCLC's CORC (Cooperative Online Resource Catalog) service, and creation of a digital library architecture that embraces different formats and permits crossfile searching. The third section covers portals and catalogs, including definition of an Internet portal, differences between portals and catalogs, and deficiencies and benefits of portals. The fourth section discusses catalogs as portals, including goals and arguments in favor of libraries providing access to Internet resources. The fifth section offers recommendations for the future. (Contains 15 references.) (MES)

**ED 454 858** IR 058 149

Delsey, Tom

**The Library Catalogue in a Networked Environment.**

Pub Date—2000-11-00

Note—14p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/delsey\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/delsey_paper.html).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Cataloging, \*Computer Interfaces, Information Networks, \*Information Technology, \*Library Catalogs, \*Systems Development, User Needs (Information)

Identifiers—\*Technological Change

This paper describes the impact that technological change over the past few decades has had on a number of key interfaces to the library catalog, including the user, resource, abstract/index, and union catalog interfaces. Areas of focus for future development are then highlighted, including: (1) reassessing data requirements and conventions in order to ensure that the data recorded in the catalog is adaptable to the description of those resources and that it is adequate to support the various applications that will draw on it; (2) re-examining the interfaces to ensure that the requirements and interdependencies are fully understood; and (3) repositioning the catalog to meet the needs of its users. (MES)

**ED 454 859** IR 058 150

Caplan, Priscilla

**International Metadata Initiatives: Lessons in Bibliographic Control.**

Pub Date—2000-11-00

Note—20p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: <http://lcweb.loc.gov/catdir/bibcontrol/>

caplan\_paper.html.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cataloging, \*Internet, \*Metadata, \*Standards, User Needs (Information), Users (Information), Visual Aids

Identifiers—Dublin Core, Electronic Commerce, \*Electronic Resources, MARC

This paper looks at a subset of metadata schemes, including the Text Encoding Initiative (TEI) header, the Encoded Archival Description (EAD), the Dublin Core Metadata Element Set (DCMES), and the Visual Resources Association (VRA) Core Categories for visual resources. It examines why they developed as they did, major point of difference from traditional library cataloging, and what advantages they offer to their user communities. It also discusses challenges to implementers of these schemes and possible developments. It goes on to identify some commonalities among these cases and to attempt to generalize from these some lessons for developers of metadata element sets. It concludes by suggesting the importance of looking carefully at emerging schemes being developed by publishers in support of electronic commerce and rights management and thinking seriously about the implications of commodity metadata upon tradition bibliographic apparatus. (Contains 18 notes.) (MES)

**ED 454 860**

IR 058 151

Mann, Thomas

**Is Precoordination Unnecessary in LCSH? Are Web Sites More Important To Catalog Than Books? A Reference Librarian's Thoughts on the Future of Bibliographic Control.**

Pub Date—2000-11-00

Note—48p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/mann\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/mann_paper.html).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cataloging, \*Coordinate Indexes, \*Indexing, Information Retrieval, Library of Congress Classification, Library Services, \*Online Catalogs, Reference Services, \*Subject Index Terms, \*World Wide Web

Identifiers—\*Library of Congress Subject Headings, Web Sites

Precoordination of Library of Congress Subject Headings (LCSH), in both the LCSH thesaurus and online public access catalog (OPAC) browse displays, continues to be necessary for several reasons: (1) the meaning of thousands of LCSH headings depends on their word order in ways that cannot be captured by postcoordinate Boolean combinations or by word proximity searches that drop relational prepositions as stop words; (2) a vast network of linkages between LCSH headings and the Library of Congress classification scheme depends on precoordination; (3) displays of precoordinated strings enable researchers to simply recognize whole array of relevant research options that they could never specify in advance in postcoordinate combinations; and (4) the precoordination of terms is inseparably linked to a vast network of cross-references that would vanish without it. In the future, LCSH must serve in both the environments of online library catalogs and the World Wide Web, not the latter in place of the former. An Online Cataloging-in-Publication (OCIP) program would enable the library profession to maintain the necessary precoordination of LCSH headings in OPACs and also to insert librarian-created LCSH elements into the Web headers of participating online publishers. This would enable users to exploit the existing precoordination and postcoordination capacities of OPACs and also to exploit LCSH more extensively in the exclusively postcoordinate search environment of the Web. (Contains 25 references.) (MES)

**ED 454 861**

IR 058 152

Beacom, Matthew

**Crossing a Digital Divide: AACR2 and Undressed Problems of Networked Resources.**

Pub Date—2000-11-00

Note—22p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/beacom\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/beacom_paper.html).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Information, \*Cataloging, Change, \*Information Utilization, \*Internet, \*Knowledge Representation, Standards Identifiers—\*Anglo American Cataloging Rules 2, \*Electronic Resources

This paper discusses the following four changes in how we use sources of information or representations of knowledge: (1) from tangible to intangible media—how sources of information and representations of knowledge are manifested or packaged on the Internet; (2) from books and journals to services and databases—how such knowledge packages are published and distributed on the Internet; (3) from buying to leasing—how access to knowledge packages is controlled on the Internet; and (4) from ascertaining to using, a new purpose for the catalog—how we help others to use knowledge packages on the Internet. The magnitude of these changes is evaluated, some connections to AACR2 (Anglo American Cataloging Rules, 2nd edition) are detailed, and 12 changes to AACR2 are suggested. (Contains 22 references.) (MES)

**ED 454 862**

IR 058 153

Chan, Lois Mai

**Exploiting LCSH, LCC, and DDC To Retrieve Networked Resources: Issues and Challenges.**

Pub Date—2000-11-00

Note—21p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/chan\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/chan_paper.html).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Information, \*Cataloging, Dewey Decimal Classification, \*Indexing, \*Information Retrieval, Library of Congress Classification, Models, Subject Index Terms, \*World Wide Web

Identifiers—\*Electronic Resources, Library of Congress Subject Headings

This paper examines how the nature of the World Wide Web and characteristics of networked resources affect subject access and analyzes the requirements of effective indexing and retrieval tools. The current and potential uses of existing tools and possible courses of future development are explored in the context of recent research. The first section addresses the new environment, including the nature of the online public access catalog (OPAC), characteristics of traditional library tools, and differences between electronic resources and traditional library materials. The second section discusses retrieval models, including the Boolean, vector, and probabilistic models. The third section covers subject access on the Web, including functional requirements of subject access tools, operational requirements, verbal subject access, and classification/subject categorization. The fourth section describes recent research on subject access systems, including automatic indexing, mapping terms and data from different sources, and integrating different subject access tools. The fifth section examines traditional tools in the networked environment, including Library of Congress Subject Headings (LCSH), Library of Congress Classifica-

tion (LCC), and Dewey Decimal Classification (DDC). (Contains 48 references.) (MES)

**ED 454 863**

IR 058 154

Moen, William E.

**Resource Discovery Using Z39.50: Promise and Reality.**

Pub Date—2000-11-00

Note—21p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/moen\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/moen_paper.html).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Information Networks, \*Information Retrieval, \*Information Systems, Models, Semantics, \*Standards Identifiers—Interoperability, Search Engines, \*Z39 50 Protocol

This paper provides a portrayal of Z39.50 (a communications protocol that enables two systems to exchange messages for the purpose of information retrieval) that explains its flexibility in response to a variety of information retrieval requirements in the networked environment. The first section presents an overview of Z39.50, including the evolving context for the protocol, the abstract model for information retrieval, the Z39.50 model, and semantics for searching and retrieval. The second section discusses resource discovery, including a comparison of search engines and Z39.50, granularity and aggregation, and the Z39.50 model of resource discovery. The third section addresses interoperability, including levels and types of interoperability, semantics for searching, and Z39.50 profiles as solutions to semantic interoperability. The fourth section covers the application of Z39.50 in virtual union catalogs and cross-domain searching. The final section considers Z39.50's future in networked information retrieval. (Contains 23 references.) (MES)

**ED 454 864**

IR 058 155

Tillett, Barbara B.

**Authority Control on the Web.**

Pub Date—2000-11-00

Note—16p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/tillett\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/tillett_paper.html).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Information, \*Authority Control (Information), Cataloging, Information Retrieval, Information Transfer, International Programs, \*Library Role, Metadata, Models, Problems, \*World Wide Web

Identifiers—Digital Data, Metadata, Prototypes

This paper discusses how the authority control performed by libraries can help the World Wide Web and suggests some next steps in making this resource of authority records available and used internationally. Topics addressed include: (1) characteristics of the Web; (2) precision and recall; (3) connecting international authority files, including a prototype online authority file and challenges arising from differences in language, cataloging rules, bibliographic record format, and local systems; (4) the digital environment and metadata; (5) multiple scripts; (6) switching the display to a default chosen by the library or user; (7) ISADN (International Standard Authority Data Number); (8) authority record resources; (9) a model for providing access to authority information, including objectives and several scenarios for original and copy cataloging; (10) problems with combining variant forms from all the authority files; and (11) subject authority control. (Contains 13 references.) (MES)



ED 454 865

IR 058 156

Huthwaite, Ann

**AACR2 and Its Place in the Digital World: Near-Term Solutions and Long-Term Direction.**

Pub Date—2000-11-00

Note—19p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/huthwaite\\_paper.htm](http://lcweb.loc.gov/catdir/bibcontrol/huthwaite_paper.htm).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Access to Information, \*Cataloging, Change, Conferences, International Programs, Metadata, Standards

Identifiers—\*Anglo American Cataloging Rules 2, Digital Data, \*Electronic Resources, International Standard Bibliographic Description

This paper discusses AACR2 (Anglo-American Cataloging Rules, 2nd edition) and its place in the digital world. The first section describes changes in the bibliographic universe since AACR2 was first published in 1978. The second section addresses the perceived shortcomings of AACR2. The third section considers processes for change, including the Joint Steering Committee (JSC) for revision of AACR. The fourth section reports on progress at the 1997 International Conference on the Principles and Futures Development of AACR related to the following action items: (1) to pursue the recommendation that a data modeling technique be used to provide a logical analysis of the principles and structures that underlie AACR; (2) to create a list of the principles of AACR2; (3) to formalize the recommendations on seriality endorsed during the conference and introduce them into the rule revision process; and (4) to solicit a proposal to revise one of the rules to advance the discussion on the primacy of intellectual content over physical format. Other topics covered include: alignment of ISBD (ER) (International Serial Bibliographic Description for Electronic Resources) with AACR2; reorganization of Part I of AACR2 according to ISBD areas of description; additional issues associated with the cataloging of electronic resources; JSC's program of work; long-term direction for AACR; the relationship between AACR2 and metadata schemes; an integrated approach to accessing bibliographic resources; and recommendations for the future. (MES)

ED 454 866

IR 058 157

McCallum, Sally

**Extending MARC for Bibliographic Control in the Web Environment: Challenges and Alternatives.**

Pub Date—2000-11-00

Note—18p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/mccallum\\_paper.htm](http://lcweb.loc.gov/catdir/bibcontrol/mccallum_paper.htm).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Access to Information, Bibliographic Records, \*Cataloging, Library Role, Metadata, Standards, World Wide Web

Identifiers—Dublin Core, \*Electronic Resources, \*MARC

This paper looks at three avenues of exploration related to bibliographic records that the World Wide Web environment invites—sorting out the level of control for Web material, reevaluating aspects of descriptive content requirements for these materials, and experimenting with new format structures. Part I discusses extending MARC for Web resources, including the extensive development of online electronic resources in the early 1990s, the establishment of a MARC field for electronic location and access, and key aspects of the Web's biblio-

graphic control environment. Part 2 presents the following alternatives for control of Web resources: (1) unbundling the components of MARC, including MARC structure, content, and markup; (2) the Dublin Core data element set, including contributions of and issues with Dublin Core; (3) XML (eXtensible Markup Language) structure; and (4) the Resource Description Framework (RDF). Part 3 explores several related topics, including Web objects and the level of control, the "ephemeral" Web, the "research" Web, reevaluation of descriptive content, and exchange record structure. The conclusion suggests an agenda for librarians. The appendix presents a chart of the names for basic resource description metadata for common HTML (HyperText Markup Language) headers, Dublin Core elements, MARC core elements, TEI (Text Encoding Initiative) header elements, and ISO (International Standards Organization) 12083 elements. (MES)

ED 454 867

IR 058 158

Lagoze, Carl

**Business Unusual: How "Event-Awareness"****May Breathe Life into the Catalog?**

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—2000-11-00

Contract—9905955

Note—21p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/lagoze\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/lagoze_paper.html).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Cataloging, Change, Information Technology, \*Library Catalogs, Library Role, Metadata, Models

Identifiers—\*Data Models, Technological Change

This paper proposes changes in the use of the catalog and the model upon which it rests. The first section describes why these changes are necessary if the library is to transition effectively into the digital age, including: the disruptive context caused by technological change; the costs associated with the catalog; the changing nature of information, how it is delivered, and who takes responsibility for organizing and describing it; and dimensions in which metadata varies from the catalog record, e.g., specialization, decentralization, and democratization. The second section describes one dimension of a new data model—event-awareness—and why it must be an important component of a new cataloging model. This section focuses on the following issues: the move away from relatively fixed physical artifacts to generally fluid digital objects; the difficulty of establishing integrity, trust, and authenticity in the networked environment; and the decentralization and specialization of resource description and problems of mapping among these descriptive vocabularies. The third section provides the outline of an event model and how it might be used. (Contains 38 references.) (MES)

ED 454 868

IR 058 159

Larson, Carolyn Arret, Linda

**Descriptive Resource Needs from the Reference Perspective: Report on a Survey of US Reference Librarians.**

Pub Date—2000-11-00

Note—25p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/arret\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/arret_paper.html).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Access to Information, \*Cataloging, Librarians, \*Library Services, Library Sur-

veys, Metadata, \*Reference Services, User Needs (Information), World Wide Web

Identifiers—\*Electronic Resources

This paper presents a discussion of what reference librarians require with regard to the bibliographic control of networked resources, based on 200 responses to a survey of U.S. reference providers and on comments made at an open meeting on this topic sponsored by the Library of Congress at the July 2000 American Library Association Annual Meeting. The first section describes the survey focus, the survey instrument, the selection process for respondents, and characteristics of the respondents. The second section discusses findings in the following areas: (1) how libraries are providing control for World Wide Web resources; (2) the degree of satisfaction with the current situation; (3) descriptive needs (i.e., cataloging elements) professional reference providers feel to be essential; (4) additional descriptive elements cited by reference providers; (5) optimum levels of library and metadata descriptions; (6) single versus multiple records for works appearing in multiple formats; (7) improved interaction between metadata and present-day technologies; and (8) problems related to the "disappearing" Web, copyright issues, enhanced searching, use of metatags, and controlled vocabulary. (Contains 37 notes.) (MES)

ED 454 869

IR 058 160

Arms, Caroline R.

**Some Observations on Metadata and Digital Libraries.**

Pub Date—2000-11-00

Note—22p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/arms\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/arms_paper.html).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Access to Information, Cataloging, Comparative Analysis, \*Electronic Libraries, \*Information Retrieval, \*Metadata, Models, User Needs (Information)

Identifiers—American Memory Project (Library of Congress), \*Electronic Resources

This paper describes experiences in gathering together metadata from heterogeneous sources for the American Memory project of the Library of Congress, particularly for the collections digitized and cataloged at other institutions. It also reflects on several initiatives to develop rich structured metadata schemes for specific domains and to find simple approaches to support resource discovery across domains. Trends and commonalities are identified, and influences among metadata schemes are explored. Highlights include: differences in digital libraries; objectives for metadata and expectations of users; community-specific metadata models and schemas; metadata for cross-domain discovery; types, formats, and genres of digital content; metadata for search and metadata for display; how users search in digital libraries; searching by topic, originator, date range, place, or type; and improved tools to support access to resources in digital libraries. A table compares search buckets for metadata for the American Memory and Alexandria Digital Library projects. (Contains 34 notes.) (MES)

ED 454 870

IR 058 161

Downing, Thomas A.

**An Initial Survey and Description of How Selected United States Government Libraries, Information Centers, and Information Services Provide Public Access to Information via the Internet.**

Pub Date—2000-11-00

Note—11p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: <http://lcweb.loc.gov/catdir/bibcontrol/>

downing\_paper.html .

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Access to Information, Federal Government, \*Information Services, \*Public Agencies, Surveys, \*World Wide Web

Identifiers—Electronic Resources, \*Web Sites

The purpose of this survey was to describe how selected U.S. government agencies provide information to the public via Internet services. A total of 19 World Wide Web sites were selected for the survey. Findings are reported related to types of resources made available, how sites identify available information, accessibility of information identified by search applications, the presence of "Kid's Pages," online information referrals (links) to other sites, and notable or unique applications. The following preliminary conclusions are presented: (1) most sites use a combination of bibliographic records, browse applications, and search windows for identifying and providing access to online information; (2) with the exception of two sites, GILS (Global Information Locator Service) applications are not used for identification/access to information; (3) no one method, either bibliographic records, browse applications, search windows, or GILS applications account for 100% of the means for identifying or accessing online information; and (4) at most sites, a user's ability to identify online resources does not guarantee access to resources that have been identified. (MES)

**ED 454 871**

IR 058 162

*Greenberg, Jane*

**A Comparison of Web Resource Access Experiments: Planning for the New Millennium.**

Pub Date—2000-11-00

Note—16p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/greenberg\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/greenberg_paper.html).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Access to Information, Case Studies, \*Cataloging, Comparative Analysis, Evaluation Criteria, Foreign Countries, \*Information Services, \*World Wide Web

Identifiers—\*Electronic Resources, Europe, OCLC, United States

This paper reports on research that compared five leading experiments that aim to improve access to the growing number of information resources on the World Wide Web. The objective was to identify characteristics of success and considerations for improvement in experiments providing access to Web resources via bibliographic control methods. The experiments examined included: OCLC's CORC (Cooperative Online Resource Catalog) project; UKOLN's (United Kingdom Office for Library and Information Networking) BIBLINK (Linking Publishers and National Bibliographic Services), ROADS (Resource Organization and Discovery in Subject-based Services) and DESIRE (Development of a European Service for Information on Research and Education) projects; and the NORDIC Metadata project. The research used a multi-case study methodology and a framework comprised of five evaluation criteria, i.e., organizational structure, reception, duration, application of computing technology, and use of human resources. The paper defines the Web resource access experimentation environment, reviews the study's research methodology, and highlights key findings. The paper concludes that initiating a strategic plan and inviting conference participants to contribute their ideas and expertise to an effort will improve experimental initiatives that ultimately aim to improve access to Web resources in the new millennium. (MES)

**ED 454 872**

IR 058 163

*Calhoun, Karen*

**Redesign of Library Workflows: Experimental Models for Electronic Resource Description.**

Pub Date—2000-11-00

Note—16p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—Full text: [http://lcweb.loc.gov/catdir/bibcontrol/calhoun\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/calhoun_paper.html).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Libraries, \*Access to Information, \*Cataloging, Higher Education, \*Library Services, Models, Research Libraries

Identifiers—\*Electronic Resources

This paper explores the potential for and progress of a gradual transition from a highly centralized model for cataloging to an iterative, collaborative, and broadly distributed model for electronic resource description. The purpose is to alert library managers to some experiments underway and to help them conceptualize new methods for defining, planning, and leading the e-resource description process under moderate to severe time and staffing constraints. The first section compares catalogs and bibliographies. The second section discusses the influence of the Internet and licensed electronic resources, including working assumptions for bibliographic control and typical progress of a new electronic resource. The third section addresses accommodations in ARL (Association of Research Libraries) libraries, including discovery of sample networked resources in seven ARLs. The fourth section presents a new model for resource description. The fifth section describes the following selected experimental models: (1) CORC (Cooperative Online Resource Catalog) at Brown University (Rhode Island) and Cornell University (New York)—resource descriptions from collection development, reference, and cataloging; (2) the National Agricultural Library—resource descriptions from authors; (3) Yale University (Connecticut) and the record set for EBSCO Academic Search Elite—resource descriptions from vendors; and (4) the University of Tennessee-Knoxville and the Rochester Institute of Technology—resource descriptions from information technology staff. (Contains 24 references.) (MES)

**ED 454 873**

IR 058 164

*Bishoff, Liz Garrison, William A.*

**Metadata, Cataloging, Digitization and Retrieval—Who's Doing What to Whom: The Colorado Digitization Project Experience.**

Pub Date—2000-11-00

Note—16p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/bishoff\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/bishoff_paper.html).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Access to Information, Archives, \*Cataloging, Cooperative Programs, Information Retrieval, \*Institutional Cooperation, Libraries, \*Metadata, Museums, Standards, State Programs, User Needs (Information), Users (Information)

Identifiers—\*Digital Collections, Digitizing, Dublin Core, Electronic Resources, Historical Societies

This paper describes the experiences of the Colorado Digitization Project (CDP) related to accessing a diverse set of primary resources held by many different cultural heritage institutions. The CDP is a collaborative initiative involving Colorado's archives, historical societies, libraries, and museums. The CDP's goal is to create a virtual digital collection of resources that provide the people of Colorado access to the rich historical, scientific, and cultural resources of the state. Issues that arise

from different cataloging and metadata standards and diverse user populations and needs are addressed. Topics covered include: (1) a description of the project, including activities, funding, and goals; (2) the environment for standards application in a cross-cultural heritage institution group; (3) the CDP and standards; (4) the CDP metadata core elements; (5) issues with Dublin Core; (6) cataloging the original versus the digital object; (7) subject terminology; and (8) what needs to be addressed in the shared cultural heritage environment, including shared development, standards, interoperability, resource discovery services, cataloging issues, and authority control. (MES)

**ED 454 874**

IR 058 165

*Kaplan, Michael*

**Exploring Partnerships: What Can Producers and Vendors Provide?**

Pub Date—2000-11-00

Note—23p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/kaplan\\_paper.html](http://lcweb.loc.gov/catdir/bibcontrol/kaplan_paper.html).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Bibliographic Records, \*Cataloging, Catalogs, \*Electronic Journals, Electronic Publishing, Institutional Cooperation, Metadata, Role, Strategic Planning, User Needs (Information), \*Vendors

Identifiers—\*Electronic Books

This document focuses on the role of producers and vendors in the construction of bibliographic catalogs. The paper offers three issues related to cataloging that are becoming more and more significant to users: (1) aggregators and aggregations, i.e., large sets of electronic aggregations, principally of serials; (2) ancillary data, including tables of contents, book indexes, author portraits, summaries, and book reviews; and (3) metadata for electronic books. (MES)

**ED 454 875**

IR 058 166

*Reynolds, Regina Romano*

**Partnerships To Mine Unexploited Sources of Metadata.**

Pub Date—2000-11-00

Note—22p.; In: Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000); see IR 058 144.

Available from—For full text: [http://lcweb.loc.gov/catdir/bibcontrol/reynolds\\_paper.htm](http://lcweb.loc.gov/catdir/bibcontrol/reynolds_paper.htm).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Bibliographic Records, \*Cataloging, Institutional Cooperation, Metadata, Subject Index Terms

Identifiers—International Standard Serial Number, \*Usability

This paper discusses the metadata created for other purposes as a potential source of bibliographic data. The first section addresses collecting metadata by means of templates, including the Nordic Metadata Project's Dublin Core Metadata Template. The second section considers potential partnerships for re-purposing metadata for bibliographic use, including metadata collected by the U.S. Copyright Office, the Library of Congress Cataloging in Publication Office, and the NSDP (National Serials Data Program) ISSN (International Standard Serial Number) registration. Other potential partners for libraries in acquiring metadata are also summarized, including DOI (Digital Object Identifier), ISBN (International Standard Book Number), and the ISTC (International Standard Textual Work Code). The third section describes the NSDP Web Template study, which compared unedited data by supplied publishers using NSDP's online ISSN application form with

the completed serial records in order to assess the usability of data supplied by publishers on registration templates. The fourth section lists some potential means for increasing the usability of publisher-supplied metadata. The fifth section covers the provision of subject data, focusing on the use of controlled vocabularies. (Contains 21 notes.) (MES)

ED 454 876 IR 058 167

Ryan, Jenny Capra, Steph

**Information Literacy Toolkit: Grades Kindergarten-6 [and] Information Literacy Toolkit: Grades 7 and Up [and] Research Projects: An Information Literacy Planner for Students [with CD-ROM].**

American Library Association, Chicago, IL.  
Report No.—ISBN-0-8389-3507-9; ISBN-0-8389-3508-7; ISBN-0-8389-3509-5

Report No.—

Report No.—

Pub Date—2001-00-00

Note—344p.; Guides for K-6 and 7 and up include CD-ROMS; "Research Projects" is a 16 page booklet (8.5" x 11").

Available from—American Library Association, 155 North Wacker Dr., Chicago, IL 60606-1719 ("Information Literacy Toolkit: Grades Kindergarten-6" ISBN-0-8389-3507-9, ALA members \$40.50, nonmembers \$45; "Information Literacy Toolkit: Grades 7 and Up" ISBN-0-8389-3508-7, ALA members \$40.50, nonmembers \$45; "Research Projects: An Information Literacy Planner for Students" ISBN-0-8389-3509-5, ALA members \$18, nonmembers \$20). Tel: 800-545-2433 (Toll Free); Fax: 312-836-9958; Web site: <http://www.ala.org/editions>.

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Non-Print Media (100)

**Document Not Available from EDRS.**

Descriptors—Curriculum Development, \*Elementary Secondary Education, \*Information Literacy, Instructional Design, Instructional Materials, Lesson Plans, \*Library Skills, School Libraries, Skill Development, Student Research

The three guides in the new Information Literacy Toolkit Series can help school library media specialists and teachers to promote and teach information literacy skills to young library users and to collaborate in curriculum planning so that students will develop a cohesive skill set; teach the critical thinking and problem-solving skills that lead to information literacy; and use a step-by-step process, in line with curriculum standards yet flexible enough to adapt to school and district settings. The first two guides, "Information Literacy Toolkit: Grades Kindergarten-6" and "Information Literacy Toolkit: Grades 7 and Up," present skill-level appropriate tools that foster collaboration between libraries and schools, school library media specialists and teachers. The accompanying student workbook, "Research Projects: An Information Literacy Planner for Students," provides in-class support materials. "Information Literacy Toolkit: Grades Kindergarten-6" is organized into three parts—process overview, planning organizer, and teaching tools—to help library media specialists and teachers to introduce information literacy concepts and skills, and link literacy to standard subject areas (includes a CD-ROM and an index of blackline masters). "Information Literacy Toolkit: Grades 7 and Up" covers more advanced skills in a broader context, applicable less to defined subject areas than to curricula as a whole (Includes CD-ROM, a glossary and an index). "Research Projects: An Information Literacy Planner for Students" challenges students to put the information literacy skills they have acquired to work—analyzing a research topic, brainstorming for ideas, actively taking notes, creating bibliographies, and conducting focused research. (AEF)

ED 454 877 IR 058 168

Higginbotham, Barbara Buckner Wild, Judith W.

**The Preservation Program Blueprint. Frontiers of Access to Library Materials, No. 6.**

American Library Association, Chicago, IL.

Report No.—ISBN-0-8389-0802-0

Pub Date—2001-00-00

Note—151p.

Available from—American Library Association, 155 North Wacker Dr., Chicago, IL 60606-1719 (ALA members \$33.30, nonmembers \$37). Tel: 800-545-2433 (Toll Free); Fax: 312-836-9958; Web site: <http://www.ala.org/editions>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Library Collection Development, Library Development, Library Materials, Library Networks, \*Library Personnel, Library Services, \*Library Technical Processes, \*Preservation, Program Development

A complete guide to developing a library-wide preservation program, this book can help library staff to map out a system that is both preventative and curative. By decentralizing preservation activities and integrating them into ongoing library functions, libraries can preserve materials effectively, efficiently, and with buy-in from staff. The book's strategies can be applied to: creating an "around-the-building" approach to preservation; implementing preventative "on-the-job" techniques; and identifying "who-does-what," by following the functional listing in the table of contents. Chapters include: "The Library Director"; "The Library Building Manager"; "Collection Development and Acquisitions"; "Circulation and Stack Maintenance"; "Binding, Repair, and Reformatting"; "Cataloging and Materials Processing"; "Access Services"; "Interlibrary Loan"; "Reference and Information Services"; "Special Collections and Archival Materials"; "Microforms, Sound Recordings, Video Formats, and New Media"; and "Library Systems." A Resource Guide and Bibliography is provided. Includes an index. (AEF)

ED 454 878 IR 058 170

Cox, Richard J.

**Managing Records as Evidence and Information.**

Report No.—ISBN-1-56720-231-4

Pub Date—2001-00-00

Note—243p.

Available from—Quorum Books, An imprint of Greenwood Publishing Group, 88 Post Road West, Westport, CT 06881 (\$67.95). Web site: <http://www.greenwood.com/>.

Pub Type—Books (010) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Archives, Information Dissemination, Information Management, \*Information Policy, Information Sources, Information Technology, \*Library Policy, Organizational Objectives, Policy Formation, \*Records Management

For the past three decades, policies regarding a variety of information issues have emanated from federal agencies, legislative chambers, and corporate boardrooms. Records policies are critically important for records professionals to develop and use as a means of strategically managing the information and evidence found in the millions of records created daily, provided that the policies are based on comprehensible principles. This book is not a compendium of policies to be used, but rather an exploration in a more detailed fashion of the fundamental principles supporting the setting of records policies. It is a series of discourses on the fundamentals of archives and records management needing to be understood before any organization attempts to define and set any policy affecting records and information. The chapters concern defining records; how information technology plays into policy compiling; the fundamental tasks of identifying and maintaining records as critical to records and information policy; public outreach and advocacy as a key objective for such policy; and the role of educating records professionals in supporting sensible records policies. Includes an index. (AEF)

ED 454 879 IR 058 171

Blixrud, Julia C., Comp. Hipps, Kaylyn, Comp. Kyrrilidou, Martha, Comp. O'Connor, Michael,

Comp.

**ARL Preservation Statistics, 1997-98: A Compilation of Statistics from the Members of the Association of Research Libraries.**

Association of Research Libraries, Washington, DC.

Report No.—ISSN-1050-7442

Pub Date—2001-00-00

Note—65p.

Available from—Association of Research Libraries, 21 Dupont Circle, N.W., Suite 800, Washington, DC 20036. Tel: 202-296-2296.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Academic Libraries, Foreign Countries, Higher Education, Library Administration, \*Library Expenditures, \*Library Personnel, Library Statistics, Library Technical Processes, \*Preservation, Questionnaires, \*Research Libraries, \*Statistical Data, Tables (Data)

Identifiers—\*Association of Research Libraries, Canada, United States

This document presents data from 118 U.S. and Canadian research libraries that were members of the Association of Research Libraries (ARL) during the 1997-98 fiscal year. Since 1987-88, the number of preservation programs managed by a preservation administrator has grown irregularly from 66 to around 80 in more recent years. A fluctuating growth in preservation expenditures and staffing across the ARL membership accompanied this development. Preservation expenditures rose in 1997-98 by slightly more than three percent from the previous year, continuing the leveling off that has occurred for the past five years of data. Preservation expenditures for ARL's 118 reporting member libraries as a whole were \$83,340,852 in 1997-98. Total preservation staff increased slightly to 1,825 full-time equivalents (FTEs) in 1997-98 from 1,742 in 1996-97. Level 1 conservation treatment remained at approximately the same levels as the previous year, whereas Level 2 and Level 3 increased. Microfilming activity, measured in volumes, declined for the third year in a row. External funding for preservation activities has been reduced at an average annual rate of 10 percent, from a high of \$11,090,547 in 1992-93 to a low of \$6,621,220 in 1997-98. In 1997-98, ARL libraries in the aggregate reported that preservation expenditures from external sources fell by 10 percent from the previous year. Grant funds were expended predominantly on preservation microfilming projects. Analysis of core data for all reporting libraries is provided in the "Introduction" for the areas of: organizational structure; personnel; expenditures; conservation treatment; and preservation reformatting. The data contained in the "Library Data Tables" that follow are descriptive indices of preservation activities in research libraries, including preservation staffs, expenditures, and productivity. Those using the "Statistics" to compare activities in individual institutions need to consult the definitions used in the instructions to the "ARL Preservation Statistics Questionnaire, 1997-98" and the "Footnotes" section, provided at the end of the document. An appendix lists ARL member libraries. (AEF)

ED 454 880 IR 058 172

Brown, Gerald R.

**Latvia School Library & Information Services Development. Project Two.**

Spons Agency—Nordic Council for Scientific Information, Helsinki (Finland); Latvia Univ., Riga.

Pub Date—2001-05-00

Note—140p.; Funded by the Continuing Education Centre for Librarians, University of Latvia.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—\*Educational Development, Elementary Secondary Education, Foreign Countries, Higher Education, Information Services, Library Services, Pilot Projects, Program De-



scriptions, Program Development, \*School Libraries

Identifiers—\*Latvia

This series of seminars and meetings was designed to build on the success of the Pilot Project 2000 carried out in collaboration with NORDINFO (Nordic Council for Scientific Information) and the University of Latvia. It was structured to provide four dimensions: visits to schools and District Resource Centers to provide background material to the facilitator from some of the best models in the country; seminars to encourage teacher-librarians and principals to become aware of the components of a modern School Library and Information Services Program; strategic planning seminar with the Latvia School Library Association to grapple with its changing role and activities for the coming year; and meetings and discussions with leaders at the Ministry of Education and various faculties of the University of Latvia. Contents of this report on Project II are as follows: Executive Summary; Rationale; Aim of the Project; Methodology; Background for the Discussions; Definitions; Components of a Modern School Library and Information Services Program; District Resource Center Services—Observations; Seminar for Managers, Teacher-Librarians and Principals; Ministry of Education Discussions; Latvia School Library Association Board Members Developing the Strategic Planning Process; Infrastructure and Networking Discussion Meeting; University Administration Meeting; and Recommendations. Supplemental materials and information that includes guidelines and forms are provided in several appendices. (AEF)

ED 454 881

IR 058 173

Bridgman, Willis E.

**A Collaborative Approach to Collection Storage: The Five-College Library Depository.**  
Council on Library and Information Resources, Washington, DC.

Report No.—ISBN-1-887334-81-5

Pub Date—2001-06-00

Note—41p.; This report is one in a series from the Council on Library and Information Resources on Managing Economic Challenges.

Available from—Council on Library and Information Resources, 1755 Massachusetts Ave., NW, Suite 500, Washington, DC 20036 (\$15). Tel: 202-939-4750; Fax: 202-939-4765; e-mail: info@clir.org; Web site: <http://www.clir.org>.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Libraries, \*Depository Libraries, Higher Education, Information Storage, Library Administration, Library Collection Development, \*Library Cooperation, Library Development, Library Materials, Library Networks

Identifiers—Amherst College MA, Five Colleges Incorporated MA

This report offers a case study in the advantages and disadvantages of depository libraries, their economics, and the practical and political issues associated with their creation. As director of the library at Amherst College, the author played a key role in establishing the initial off-site storage facility, as well as in broadening its service to the Five Colleges, Inc. (Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst). As libraries change in response to budgetary constraints as well as developments in information technology, the Five College Library Depository model suggests new possibilities for collection management and ways for libraries to reframe their service missions. The questions facing all academic libraries—to what extent can they provide access to materials that they do not own, and which materials must they preserve for future generations—are examined in this report. Contents include: alternatives to open-shelf storage of library materials; continuing net growth of paper collections; off-site storage considerations; establishment of the Amherst College Library Depository; the proposal for a Five-College Library Depository; anticipated implementation and operation; Five-College Collection Management Committee; academic department reactions to

the proposed depository; and a national trend toward academic depository libraries. (Contains 34 references.) (AEF)

ED 454 882

IR 058 174

Lancaster, F. W. Warner, Amy

**Intelligent Technologies in Library and Information Service Applications. ASIST Monograph Series.**

American Society for Information Science and Technology, Silver Spring, MD.

Report No.—ISBN-1-57387-103-6

Pub Date—2001-00-00

Note—214p.; Supported by the Special Libraries Association's (SLA) Steven I. Goldspiel Memorial Research Grant.

Available from—Information Today, Inc., 143 Old Marlton Pike, Medford, NJ 08055 (\$44.50). Tel: 609-654-6266; Web site: <http://www.infotoday.com/>.

Pub Type—Books (010) — Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors—\*Artificial Intelligence, Computer Oriented Programs, Electronic Libraries, \*Information Industry, \*Information Services, \*Information Technology, Library Development, \*Library Services, \*Technological Advancement

The objective of this study was to gain enough familiarity with developments in artificial intelligence (AI) and related technologies to be able to advise the information service community on what can be applied today and what one might reasonably expect to be applicable to library and information services in the near future. The emphasis is on systems that are actually operational now—systems that have been incorporated into an everyday working situation rather than those that are at experimental or prototype stages. In assessing the relevance of technologies, particular attention was paid to applicability in a digital library environment. Potentially relevant applications outside the library field are also dealt with in greater detail. In preparing the report, the authors surveyed the complete spectrum of applications of the technologies under consideration, with the exception of the enormous field of computer-based education. The book is divided into six parts: (1) Introduction, which outlines the purposes of the study and the methods used; (2) a survey of the applications of the target technologies in library and information service environments; (3) applications from other fields that are closely related to library applications or directly relevant to information processing operations; (4) a survey of applications in other fields that may have applicability, in some form, to libraries and other information services; (5) general technologies implying artificial intelligence; and (6) conclusions and implications. Eleven figures are provided. Sample letters, author questionnaire, sources for keeping current with new developments in advanced technologies and criteria for deciding when an expert system approach may be justified are appended. Includes an index. (Contains 547 references.) (AEF)

ED 454 883

IR 058 175

Cullen, Charles T. Hirtle, Peter B. Levy, David Lynch, Clifford A. Rothenberg, Jeff

**Authenticity in a Digital Environment.**

Council on Library and Information Resources, Washington, DC.

Report No.—ISBN-1-887334-77-7

Pub Date—2000-05-00

Note—86p.

Available from—Council on Library and Information Resources, 1755 Massachusetts Ave., NW, Suite 500, Washington, DC 20036 (\$20). Web

site: <http://www.clir.org>.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Archives, \*Electronic Text, \*Information Industry, Information Sources, Information Storage, Preservation, Reference Materials

Identifiers—\*Authenticity, \*Digital Data, Digital Technology

On January 24, 2000, the Council on Library and Information Resources (CLIR) convened a group of experts from different domains of the information resources community to address the question, "What is an authentic digital object?" Five writers—an archivist, a digital library expert, a documentary editor and special collections librarian, an expert on documentary theory, and a computer scientist—were asked to write position papers that identify the attributes that define authentic digital data over time. These papers, together with a brief reflection on the major outcomes of the workshop, are presented in this document. The papers are: "Authentication of Digital Objects: Lessons from a Historian's Research" (Charles T. Cullen); "Archival Authenticity in a Digital Age" (Peter B. Hirtle); "Where's Waldo? Reflections on Copies and Authenticity in a Digital Environment" (David M. Levy); "Authenticity and Integrity in the Digital Environment: An Exploratory Analysis of the Central Role of Trust" (Clifford Lynch); "Preserving Authentic Digital Information" (Jeff Rothenberg); and "Authenticity in Perspective" (Abby Smith). An appendix lists the conference participants. (AEF)

ED 454 884

IR 058 176

**Folk Heritage Collections in Crisis.**

Council on Library and Information Resources, Washington, DC.

Report No.—ISBN-1-887334-82-3

Pub Date—2001-05-00

Note—71p.

Available from—Council on Library and Information Resources, 1755 Massachusetts Ave., NW, Suite 500, Washington, DC 20036 (\$15). Web site: <http://www.clir.org>.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Access to Information, \*Archives, \*Audiovisual Aids, \*Folk Culture, Intellectual Property, Library Collections, \*Preservation

Identifiers—American Folklife Center

The American Folklife Society and the American Folklife Center at the Library of Congress collaborated on a conference, "Folk Heritage Collections in Crisis," held on December 1-2, 2000, and gathered experts to formulate recommendations for the preservation and access of America's folk heritage sound collections. To facilitate informed discussion at the conference, the organizers commissioned papers on three major factors affecting the long-term accessibility of folklore collections: access, preservation, and rights management. The papers, reproduced in this document with the discussions they provoked, were sent to participants before the conference and formed the basis for discussion at three sessions. The papers are: "Stating the Obvious: Lessons Learned Attempting Access to Archival Audio Collections" (Virginia Danielson); "Preservation of Audio" (Elizabeth Cohen); and "Intellectual Property and Audiovisual Archives and Collections" (Anthony Seeger). On the second day of the conference, participants crafted recommended actions that are also reported in this document. As background information for the conference, a survey was conducted of the holdings of the members of several folklore societies and major repositories. A summary of the results is provided in an appendix. Conference participants are also listed. (AEF)

JC

ED 454 885 JC 010 178

**Celebrating a Century of Innovation in Higher Education, 1901-2001. [Toolkit].**

American Association of Community Colleges, Washington, DC; Association of Community College Trustees, Washington, DC.

Pub Date—2001-00-00

Note—81p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Community Colleges, \*Educational History, \*Institutional Cooperation, Mass Media Use, Recruitment, Two Year Colleges

Identifiers—\*Communication Strategies

The American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT) have commissioned this toolkit to help colleges effectively publicize a major milestone: in 2001, America's community colleges will celebrate 100 years of service and achievement. This year-long celebration presents community colleges with an unparalleled opportunity to tell their stories of innovation, adaptation, and success to education consumers, national and local media, policymakers, and the general public. Celebrating the success may help enrollment objectives. The centennial can also be used to raise an institution's profile with policymakers. This handbook provides strategies, tools, and helpful tips designed to make colleges' communication as effective and compelling as possible. The first chapter helps identify key audiences and develop messages for discrete target groups. Elements of successful communication action plans are described, including creating and implementing strategies, and coordinating with AACC and ACCT's national efforts. The second chapter suggests a process for persuading the public to support community colleges through community relations and advocacy work. The third chapter describes techniques for contacting the media, pitching stories, and using the media to reach other audiences. The fourth chapter offers suggestions for building a public speaking campaign. The final chapter includes print public service announcements and a radio public service announcement in both English and Spanish. (JA)

ED 454 886 JC 010 285

**College Education in Korea, 2000-2001: 2-3 Year College Handbook.**

Korean Council for Univ. Education, Seoul (South Korea).

Pub Date—2000-00-00

Note—57p.

Available from—Korean Council for College Education, 804 World Vision Bldg., 24-2 Youido-Dong, Yongsungpo-Gu, Seoul, Korea 150-010. E-mail webmaster@kcee.or.kr; Tel: 02-784-5542; Fax: 02-784-5517.

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Associate Degrees, College Programs, Community Colleges, Educational History, \*Educational Practices, Educational Trends, \*Foreign Countries, \*Technical Education, \*Two Year Colleges, \*Vocational Education

Identifiers—\*South Korea

This document describes two- and three-year colleges in Korea, which produce middle-level technicians equipped with a solid base in both theory and practical skills. The colleges' goals are: (1) to contribute to national development by producing leading technicians to industries; (2) to realize the idea of lifelong education through a variety of short-term adult education; (3) to allow workers to have opportunities for retraining; and (4) to popularize higher education. The colleges have been awarding associate degrees to graduates since 1997. The most common major is early childhood education; others include nursing, industrial design, architecture, office automation, civil engineering, electricity, food and nutrition, information and communication, and computer science. These programs take two to three years to complete, depending on the courses. The colleges' enrollments represent 42% of all higher education in Korea. This document also describes the history of Korean colleges and their

development since their establishment in 1979. The colleges' predecessors were vocational higher schools, but the length of study was five years—too long a period to make timely supply of technical experts. By 1979, these higher schools were phased out, and the two- and three-year colleges replaced them. Appended is a directory of colleges. (EMH)

ED 454 887 JC 010 289

**Highlights of the Utah System of Higher Education Master Plan, 2000: A Commitment to the People of Utah.**

Utah State Board of Higher Education, Salt Lake City.

Pub Date—2000-00-00

Note—21p.; Colored paper may not reproduce adequately.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Educational Improvement, \*Educational Planning, \*Educational Quality, \*Higher Education, Institutional Mission, Public Colleges, State Universities, Strategic Planning, Two Year Colleges

Identifiers—\*Utah

The Utah Board of Higher Education Master Plan, 2000 describes how the Board of Regents and Utah's nine public colleges and universities will serve the changing and diverse needs of students. In the plan, the Board of Regents promises students superior quality educational opportunity through nine major commitments: (1) expanding opportunities for access to quality programs; (2) increasing accountability for performance; (3) using resources efficiently; (4) funding quality improvements; (5) expanding opportunities for applied technology education; (6) collaborating with public K-12 education; (7) promoting economic development through research, training, and cooperative extension; (8) refining institutional missions to respond to citizens' needs; and (9) making long-term educational improvements. Expansion of high-quality educational opportunities throughout all areas of the state will be accomplished by evaluating local needs and developing service area education coordination plans. Emphasizing differing roles and missions of the nine Utah System of Higher Education institutions will provide greater choices for students. This includes adoption of more stringent admission standards at the University of Utah and Utah State University (main campus), and exploration of possible higher admission standards at Southern Utah University at an appropriate time. Accountability and performance indicators have been specified with a recommendation that some additional funding be attached to achievement of the desired results. (JA)

ED 454 888 JC 010 304

Martinez, Katherine, Ed.

**FACCTS: Journal of the Faculty Association of California Community Colleges, 2000-2001.**

California Community Colleges, Sacramento. Faculty Association.

Pub Date—2001-00-00

Note—170p.; Published four times a year.

Journal Cit—FACCTS; v7 n1-4 Sep 2000-Jun 2001

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Cheating, \*College Faculty, \*Community Colleges, \*Compensation (Remuneration), \*Educational Technology, \*Faculty College Relationship, \*Full Time Faculty, Governance, Part Time Faculty, Participative Decision Making, Professional Associations, Two Year Colleges, Womens Education

Identifiers—\*California Community Colleges

This document contains the four issues of the 2000-2001 FACCTS, the journal of the Faculty Association of California Community Colleges. The September 2000 issue includes a collection of observations on academic integrity and cheating, an article describing a history of opportunities for women in higher education, and editorial comments on a range of faculty issues. The December 2000 issue includes a brief history of the Faculty Association of California Community Colleges, describ-

ing the struggles of faculty in relationship to governance over the years; an article discussing issues surrounding 50 Percent Law compliance; and a commentary on failure across the state, from Chancellor's Office to local colleges, to respect participatory governance processes as mandated in AB1725. The March 2001 issue describes the heavy reliance of California Community Colleges on part-time faculty, most of whom do not get paid for meeting with students, preparing lessons, and grading papers. This issue also includes commentaries exploring the issues, rewards, and challenges associated with teaching part time. The June 2001 issue discusses expanding the community college with online classes, the four principles of technology training, and technology and educational policy. (PGS)

ED 454 889 JC 010 437

Jones, Gwendolyn

**Faculty Academic Advising: An Examination of Students' and Faculty Members' Perception of a First-Year Experience.**

Pub Date—1998-07-00

Note—88p.; Paper presented at National Conference on Student Retention (New Orleans, LA, July 8-11, 1998).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Advising, \*Academic Failure, \*Academic Probation, Community Colleges, Educational Practices, \*Faculty Advisers, \*High Risk Students, \*Self Evaluation (Groups), Student Needs, Student Surveys, Teacher Surveys, Two Year Colleges

Spring 1998 surveys of faculty and students at University of Akron, Community and Technical (C&T) College (Ohio) queried respondents regarding their first-year experience with a faculty academic advising project. Forty of the 72 (55%) full-time C&T faculty responded, and 279 of 400 (70%) student surveys were returned. Faculty findings included: (1) Public Service faculty had the highest response rate (64%) of any division; (2) 45% of surveyed faculty felt neutral or felt they did not have sufficient skills to effectively advise students; (3) 75% of faculty members responding felt they needed more knowledge training; and (4) while the vast majority of faculty believed that students felt positively about having a faculty advisor, 53% were neutral or felt that faculty advising did not have a positive effect on retention. Student findings included: (1) the largest percentage of respondents (28%) were from Public Service, followed by Allied Health (23%); (2) 49% indicated they did not meet with their new faculty advisor, while 45% of respondents said they did; (3) 60% of respondents were positive or neutral when asked whether the faculty advising experience had a positive effect on them. Survey instrument, tabulations of results by question, and 22 figures are included. (PGS)

ED 454 890 JC 010 438

Jones, Gwendolyn

**Academically Dismissed and Probation Students in a Two-Year College for 1994 and 1998.**

Pub Date—2000-05-12

Note—14p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Advising, \*Academic Failure, \*Academic Probation, Community Colleges, Educational Practices, Educational Trends, \*High Risk Students, \*Self Evaluation (Groups), Student Needs, Two Year Colleges

This study sought factors related to student retention by comparing characteristics of students in "poor" standing (academically-dismissed and probation students) during the 1994 and 1998 academic years at the University of Akron, Community and Technical (C&T) College with students in good standing. Initial findings indicate: (1) the percentage of students classified as being in good standing in the C&T college fell from 85% in 1994 to 74% in 1998; (2) significant differences in academic standing were found by race, with African Americans

making up the greatest percentage of students in poor standing, followed by Hispanic students; (3) successful students had a higher mean age (28-29 years) for both academic years than students in poor standing (25-26 years); (4) only 9% of part-time students were in poor standing, compared with 13% of full-time students in 1998; (5) while DFWs (failure to complete successfully) of C&T students increased between 1994 and 1998, some courses with highest DFWs were non-C&T courses such as remedial and developmental courses and math. Recommendations include: (1) counseling, remedial, and developmental programs and instruction may need to be strengthened; and (2) sensitivity training for staff, faculty, and administrators is needed to address the needs of the growing minority, often economically disadvantaged, student population. Contains nine tables. (PGS)

**ED 454 891** JC 010 472

Dougherty, Kevin J.

**The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College.** SUNY Series, Frontiers in Education.

Report No.—ISBN-0-7914-1956-8

Pub Date—2001-00-00

Note—365p.

Available from—State University of New York Press, c/o CUP Services, P.O. Box 6525, Ithaca, NY 14851 (\$25.95). Tel: 800-666-2211 (Toll Free). Web site: <http://www.sunypress.edu>.

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—\*College Role, \*Community Colleges, Educational Change, Educational History, \*Educational Research, \*Institutional Mission, Two Year Colleges

The purpose of this book is to resolve the debate between critics and defenders of the community college on three key issues: (1) the impact of the community college, not only on students but also on business and the elite universities; (2) why and how the community college developed; and (3) why the community college differentiated its originally, academic program to become strongly vocational. The book lays out the competing "state relative autonomy" perspective to help resolve the debate. He explains that, as a consequence of its diverse origins, the community college is a hybrid institution, combining many different and often contradictory purposes. As a doorway to educational opportunity, a vendor of vocational training, a protector of university selectivity, and a defender of state higher education budgets, the community college has become quite eclectic. Such eclecticism can breed synergy. But in the community college's case it has sown contradiction. The institution's desire to provide baccalaureate aspirants with educational opportunity has been undercut by its other purposes of providing vocational training and saving state governments money. The book's findings on the causes of the community college's origins and vocationalization suggest new directions for scholarship on educational change, politics of education, and political sociology. (JA)

**ED 454 892** JC 010 473

Lancaster, Mary Beth

**Jefferson Davis Community College and Developmental Education: A Partnership for Student Success.**

Pub Date—2001-04-00

Note—6p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basic Skills, Basic Writing, Community Colleges, \*Developmental Studies Programs, \*Educational Methods, Learning Strategies, \*Remedial Programs, Teaching Methods, Two Year Colleges

This report describes the developmental education program at Jefferson Davis Community College (JDCC) (Alabama). Approximately 59% of JDCC's student population must take pre-college, or developmental, courses in math, reading, English, and study skills. JDCC's developmental

program includes computer-assisted instruction (CAI) in reading, math, and English, and is enhanced through classroom instruction, individualized written assignments, and optional job awareness activities available through the college's learning lab. Collectively, the program activities attempt to improve the students' chances for academic success and increase their self-confidence as productive, contributing citizens in society. Students are placed in appropriate college level or pre-college level courses according to their scores on the COMPASS, which they take upon enrollment at the college. Enrollment for the reading, math, and English developmental classes is limited to 20 students to ensure that each student receives as much individualized instruction as possible. Comparative data between the term CAI was initiated and the previous year reveals a 7% decrease in the number of withdrawals in Basic Writing II and Elementary Algebra, a 12% decrease in unsatisfactory grades in Basic Writing II, and an 11% decrease in the number of unsatisfactory grades in Elementary Algebra. (JA)

**ED 454 893** JC 010 475

Serban, Andreea M. Spaulding, Scott

**Student College Experiences Survey, Spring 2001.**

Santa Barbara City Coll., CA.

Pub Date—2001-06-00

Note—41p.; Prepared by the Office of Institutional Assessment, Research, and Planning within Santa Barbara City College.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Colleges, Educational Assessment, Employment, Participant Satisfaction, \*Student Attitudes, \*Student Characteristics, \*Student Experience, \*Student Surveys, \*Two Year College Students, Two Year Colleges

Identifiers—\*Santa Barbara City College CA

The Student College Experience Survey of Santa Barbara City College (California) is intended to determine students' levels of satisfaction with various aspects of the college life, including environment, instruction, and services. The survey also aims at determining student characteristics not available from the data collected through the student information system, such as ownership and use of computers, e-mail and Internet access, participation in out-of-class activities, and preferences for course scheduling and location. More than 1,000 students replied to the survey—a 58% response rate. Report highlights include: (1) eighty percent of the respondents were employed, 56% at least 20 hours/week; (2) of the students who were employed, 46% reported that their job was not related to their major and 29% reported that it was related or somewhat related; (3) the majority of the students expressed a high degree of satisfaction with the quality of the instruction, relationships with faculty and faculty availability, course offerings, support services, and the learning environment at the college; (4) eighty-two percent of the respondents owned a computer (compared to 63% in 1997); and (5) computer ownership did not vary by gender but some variations did occur by age and ethnicity, with younger students owning a computer at higher rates than older students, and Filipino and Hispanic students owning a computer at lower rates than the other ethnic groups. Study questionnaire, including survey Forms 1, 2, and 3, is appended. (Contains 53 tables.) (JA)

**ED 454 894** JC 010 476

Parks, Nancy W.

**West Virginia Association for Developmental Education Annual Report, February 2001.**

West Virginia Association for Developmental Education.

Pub Date—2001-02-00

Note—15p.; Also referred to as "Fifth Annual Report on the State of Developmental Educa-

tion in West Virginia."

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basic Skills, \*Basic Writing, Compensatory Education, \*Developmental Studies Programs, Higher Education, \*Remedial Programs, Student Needs

Identifiers—\*Fairmont State College WV

This report discusses the state of developmental education in West Virginia from the perspectives of faculty, staff, and administrators throughout the state. It begins by defining developmental education as more than just "remedial" education and relying on faculty, focused coursework, and peer and professional support to help students overcome academic deficiencies. The report lists several reasons why colleges offer developmental education programs: (1) there are no state standards in any state that require high school seniors to demonstrate their readiness for entry into introductory college courses; (2) many previously "unskilled" jobs now call for a more educated workforce; and (3) many non-native students enroll in developmental skills courses as part of their orientation to American college life. Also described are educators' concerns about developmental education, which include: (1) colleges and universities may use inappropriate placement mechanisms; (2) developmental programs rely too heavily on part-time employees; (3) administrators often assume that human faculty can be replaced with technology; and (4) students are enrolling in developmental skills classes before they have graduated from high school. The report ends with profiles of developmental studies programs at various colleges in West Virginia, including Shepherd College, Potomac State College, West Virginia State College, and seven others. (EMH)

**ED 454 895** JC 010 478

Armstrong, William B.

**Pre-Enrollment Placement Testing and Curricular Content: Correspondence or Misalignment?**

Pub Date—2001-01-00

Note—12p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Achievement Tests, \*Community Colleges, \*Curriculum Based Assessment, \*Educational Testing, \*Student Placement, Two Year Colleges

This is a study of the relationship between placement test scores and academic achievement, as measured by the gain in placement pre- and post-test scores after students completed a semester of English instruction. Two placement tests were administered to a cohort of students enrolling in community college English courses. Pre- and post-placement test scores were analyzed for this cohort of students to determine the impact of instruction on post-test scores. No significant differences were found in pre- and post-test placement scores after a semester of English instruction for both the writing and reading placement tests. This investigation highlighted the problem of curricular misalignment with the placement tests used to sort and classify students on the basis of ability and aptitude for success in college English courses. The discussion section focuses on the fundamental problem of pre-enrollment placement testing that displays little or no relationship to course content, but a strong relationship to a post-test, administered after the term. A primary recommendation of this investigation is that colleges using placement tests to sort and classify students for the purposes of placement pay strict attention to aligning placement test content with instructional objectives of the course. (JA)

**ED 454 896** JC 010 479

Street, Margaret A. Smith, Albert B. Olivarez, Arturo

**The Effects of Early, Regular, and Late Registration on Community College Student Success: A Case Study.**

Pub Date—2001-04-07

Note—23p.; Presented at the Annual Conference of the American Association of Community Colleges (43rd, Chicago, Illinois, April 5-7,



2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Academic Persistence, Community Colleges, Educational Research, \*Enrollment Management, \*Late Registration, \*School Registration, Student Behavior, Two Year Colleges

This study examines the differences between students enrolling during the three phases of registration (early, regular, and late) in a two-year college. One purpose of the study was to suggest late registration policy and practices that might improve student success. Registration time, academic records, and demographic information were collected from a stratified random sample of students at one community college in the fall of 1998. Students were grouped according to type (new and returning) and registration time (early, regular, and late). Results indicated that: (1) for both new and returning students, late registrants were shown to be much less likely to persist to the spring semester than were early (returning students only) or regular registrants; (2) of the returning students, 80% of early, 64% of regular, and 42% of late registrants were retained to the next semester; (3) differences in withdrawal rates were significant for both new and returning students; (4) new students who registered on time (regular) withdrew from 10% of their course hours, while those who registered late withdrew from 21%; and (5) returning students differed significantly in their semester grade point average and their successful completion rate based on their time of registration. The report concludes that students should be encouraged to register during early and regular enrollment periods. (JA)

ED 454 897 JC 010 480

Trautmann, Nancy Boes, Chris

**Sociology, Writing, and Reading and the Community College Learning Community: The Skills/Content Tango Principles of Sociology and Freshman English and Critical Reading and Principles of Sociology.**

Pub Date—2000-00-00

Note—12p.; Written with Uriel Trujillo and Early Page.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Community Colleges, Learning Strategies, Student Development, \*Student Participation, \*Teacher Student Relationship, \*Teaching Methods

Identifiers—\*Learning Communities, \*Northampton Community College PA

This document details the planning process and briefly discusses the experiences of faculty and students in two distinct paired-course learning communities at Northampton Community College in Bethlehem (Pennsylvania). One learning community paired a critical reading course with principles of sociology, while the other paired a freshmen composition course with principles of sociology. The first learning community took a fully integrated approach where faculty developed an almost seamless course for students; the other learning community was matched thematically, but was less integrated for both students and faculty. In both experiences, faculty appreciated the opportunity to interact across disciplines, and they noticed increases in faculty-student interaction compared to their traditional course offerings. Additionally, in both learning communities there was an increase in course retention and grades earned, compared with traditional course offerings. (LD)

ED 454 898 JC 010 482

Jacobs, Bart R.

**North Valley/South Valley Survey—Perceptions of Utah Valley State College and the Need for a Branch Campus.**

Pub Date—2001-06-00

Note—47p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Bachelors Degrees, Crowding, Developing Institutions, \*Enrollment Projections, \*Enrollment Rate, Higher Education, \*Multi-campus Colleges, Population Growth, Population Trends, \*Space Utilization, Undergraduate Study

Identifiers—\*Utah Valley State College

Utah Valley Community College became Utah Valley State College (UVSC) in 1993, due to the increasing need for a four-year, degree-granting institution in Utah County. UVSC now offers 21 four-year programs, and enrollment has been growing at an average rate of 8% per year since 1986. There were 20,946 students enrolled for fall term 2000, and 30,000 students are projected for the year 2006. In order to further examine the educational needs of Utah County and to identify where a satellite campus would best be located, UVSC conducted a survey. There were 502 respondents, and findings include: (1) 25% of respondents reported that had not recently heard or read anything about the college; (2) 19% said that UVSC had good programs and classes, and 16% said it was a good school in general; (3) 11% suggested the college offer more degrees, programs, and classes; (4) 80% of Utah County residents were in favor of increased funding for UVSC; (5) Utah County residents in high-income groups with high education levels strongly supported building a new campus/facilities and were in favor of adding more degree programs to the curriculum; (6) UVSC must address issues of traffic, parking, raising faculty salaries, and decreasing the numbers of adjunct faculty in order to increase faculty standards. Appended are the North Valley/South Valley Survey and 50 statistical tables of responses to each question on the Survey. (Contains 13 references.) (NB)

ED 454 899 JC 010 483

Payne, William H., Jr. Shields, Jennifer A.

**Employer Survey Results for the PVCC Graduating Class of 1995-96.**

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Report No.—PVCC-RR-3-2001

Pub Date—2001-06-00

Note—32p.; For PVC-RR-2-2001, see ED 452 935.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Community Colleges, \*Education Work Relationship, \*Employer Attitudes, \*Graduate Surveys, Job Satisfaction, Tables (Data), Two Year Colleges, \*Vocational Followup

Identifiers—\*Piedmont Virginia Community College

During the fall of 1998, Piedmont Virginia Community College (PVCC) surveyed 30 employers of its 1995-96 graduates to evaluate the occupational success of its students and the effectiveness of the college's academic programs in preparing graduates for work in various professions. Results include: (1) employers rated the job performance of the graduates very highly, with more than 70% rating them as "excellent" or "good" in every job performance category (technical job skills, quality of work, quantity of work, attitude toward work, cooperation with fellow workers, and cooperation with supervisors); (2) "poor" ratings were only given in the categories of quantity of work, cooperation with fellow workers, and cooperation with supervisors, and these ratings were given by fewer than 10% of the participating employers; (3) compared with the average ratings of the previous five graduating classes, ratings for technical job skills improved by 11%, quality of work went up 7%, and quantity of work increased 9%; (4) employers were less pleased with 1995-96 PVCC graduates' attitudes toward work and with the level of cooperation between graduates and their

peers and supervisors; (5) more than 60% of employers rated the graduates as either "excellent" or "good" in every general skills category (math, writing, speaking, research, and logic); and (6) occupational education and training at PVCC was rated as "excellent" or "good" by 92% of the employers. Contains 17 tables. Appended are: Evaluations by Curriculum, Sample Employer Comments, Job Titles of PVCC Graduates, Participating Employers list, and the survey instrument. (EMH)

ED 454 900 JC 010 484

Shields, Jennifer A.

**Employer Survey Results for the PVCC Graduating Class of 1996-97. Research Report.**

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Report No.—PVCC-R-4-2001

Pub Date—2001-06-00

Note—23p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Community Colleges, \*Education Work Relationship, \*Employer Attitudes, \*Graduate Surveys, Job Satisfaction, Tables (Data), \*Vocational Followup

Identifiers—\*Piedmont Virginia Community College

During the spring of 1998, Piedmont Virginia Community College (PVCC) surveyed 17 employers of its 1996-97 graduates to evaluate the occupational success of its students and the effectiveness of the college's academic programs in preparing graduates for work in various professions. Results include: (1) more than 80% of employers rated the graduates as either "excellent" or "good" in every job performance category (technical job skills, quality of work, quantity of work, attitude toward work, cooperation with fellow workers, and cooperation with supervisors); (2) in comparison with previous classes, the 1996-97 graduates were above the 5-year average in every job performance category—not only were the ratings higher than the average in three categories, they were higher than any graduating class has received during the past 5 years; (3) in the general skills categories of math, speaking, and logic, more than 80% of employers rated the graduates as either "excellent" or "good"; (4) more than 70% of the employers rated the graduates' writing and research skills "excellent" or "good"; (5) occupational education and training at PVCC was rated as "excellent" or "good" by all of the participating employees, as was general education. Appended are: Employer Comments, Job Titles of PVCC Graduates, Participating Employers list, and the survey instrument. (EMH)

ED 454 901 JC 010 486

Hult, Susan, Ed. Wilson, Ned M., Ed.

**Community College Humanities Review, Fall 1998.**

Community Coll. Humanities Association.

Report No.—ISSN-0748-0741

Pub Date—1998-00-00

Note—86p.; Published annually. Supported by Essex County College, Newark, NJ and Richland College, Dallas, Texas.

Available from—Community College Humanities Association, c/o Essex County College, 303 University Ave., Newark, NJ 07102 (\$15). Web site: <http://www.ccha-assoc.org>.

Journal Cit—Community College Humanities Review; v19 Fall 1998

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Community Colleges, \*Environmental Education, \*Gender Issues, \*Humanities, \*Humanities Instruction, Liberal Arts, Second Language Instruction, Teaching Methods, Two Year Colleges, \*Writing (Composition)

The "Community College Humanities Review" is a forum for scholarly work focusing on research, curriculum change, and developments within the humanities disciplines. The fall 1998 issue offers

the following articles: (1) "Feminist Currents and Confluence in Southern and Latin America, Women's Narrative: Gertrudis Gomez de Avelaneda y Arteaga and Mary Boykin Chesnut" (Elizabeth Eschbach); (2) "Value and Experience in an Environmental Philosophy" (Frank W. Derringer); (3) "Teaching English Composition on the Internet: Getting Used to New Shoes" (Lawrence Souder); (4) "Women's Growth in Connection: Yezierska, Cather, and Marshall" (Hedda Marcus); (5) "Gender and African Diaspora Issues in Film" (Robert L. Giron); (6) "A Funny Thing Happened on the Way to the Classroom: The Humanist on the Firing Line" (Stephen Dow Beckham); (7) "Autobiographical Theory: Moving Students from the Margins to the Mainstream" (Jill Karle Leahman; Bettye S. Walsh); and (8) "Focus on Foreign Language Standards within the Community College Context" (Richard Kalfus). (NB)

**ED 454 902** JC 010 487  
Weglarz, Shirley G.

**Johnson County Community College Service-Learning Student Survey, Spring 2000.**  
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.  
Pub Date—2000-11-00

Note—61p.  
Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC03 Plus Postage.**  
Descriptors—\*Community Colleges, Program Evaluation, \*Service Learning, \*Student Attitudes, Student Participation, Two Year Colleges  
Identifiers—\*Johnson County Community College KS

This study of students and service learning at Johnson County Community College (JCCC) in Overpark, Kansas, was part of an overall evaluation process of the service-learning program at the college. In the spring of 2000, surveys were mailed to 2,390 current and former students who had participated in a least one course of service learning (or in Las Pintas, an international service-learning project) beginning in year 1993-94. A total of 216 surveys were returned, of which 204 were usable. This represents a response rate of 8.5%. About 90% of respondents were satisfied with their service-learning experience and the relevance of their service-learning project to real life. A large majority also reported that they were satisfied with the benefit of their project to the community and were satisfied with how much they learned as a result of their project. Benefits reported by the students included: greater awareness of community needs, an appreciation of differences among people, awareness of an individual's impact on the community, empathy for others, and ability to relate to others. Appendices include tabled survey results, the questionnaire and cover letter used for the study, and a list of respondents' verbatim comments. Contains 19 figures. (LD)

**ED 454 903** JC 010 488  
Edgecombe Community College Compensation Plan.

Edgecombe Community Coll., Tarboro, NC.  
Pub Date—2001-00-00

Note—9p.  
Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—College Faculty, \*Community Colleges, \*Compensation (Remuneration), Educational Finance, Employment, \*Salaries, School Personnel, Two Year Colleges

This document presents Edgecombe Community College's (North Carolina) compensation plan. This plan was created to provide equitable administration of pay practices, taking into account internal equity within the institution and external competitiveness to make sure that compensation levels are market-driven and the institution can attract and retain personnel. The plan applies to all full-time and part-time employees other than the president of the college. It was developed with the following principles in mind: (1) pay the position; (2) focus on the position; (3) focus on the qualifications for the position; (4) adhere to State Board of Community

Colleges and other community college guidelines; and (5) adhere to the college's equal employment opportunity obligations. The document includes a discussion of recommended pay ranges, with sections on the bases for pay ranges and a review of the bases for pay ranges. The document also discusses how compensation amounts should be established. Included is a section on initial compensation for both new hires and new promotions and special circumstances which may require the college to offer higher initial compensation than the pay range within a position would normally justify. The document concludes with an outline of how compensation is increased or decreased at the college. (LD)

**ED 454 904** JC 010 489

Weglarz, Shirley G.

**Johnson County Community College Adjunct**

**Faculty Survey.**

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date—2000-10-00

Note—81p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Adjunct Faculty, College Faculty, \*Community Colleges, \*Teacher Attitudes, Teacher Surveys, Teaching Conditions, Two Year Colleges

Identifiers—\*Johnson County Community College KS

This document presents findings from a study of adjunct faculty at Johnson County Community College in Overland Park, Kansas. Focus groups and input from an adjunct faculty advisory committee were used to develop a survey instrument that was mailed to the homes of 552 adjunct faculty members who taught at the college between fall semester 1999 and summer 2000. A total of 305 surveys were returned (response rate of 55%) and used in the analysis. The study found that a large majority of the adjunct faculty were satisfied with their teaching positions at the college, although there were aspects of their employment status that were troublesome, including salary levels, benefits, and their status as "permanent employees." It was quite important to adjunct faculty to have input on days and times taught as well as how many hours they taught. Additionally, a lack of secured workspace and access to e-mail at home were issues of importance to adjunct faculty. Fifty percent of the adjunct faculty in the survey were either waiting for full-time employment at the college or actively searching for employment elsewhere. Includes 26 figures, tables of survey results, and the survey instrument. (LD)

**ED 454 905** JC 010 490

Rouche, Suzanne D., Ed.

**Innovation Abstracts, 2000.**

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

Report No.—ISSN-0199-106X

Pub Date—2000-00-00

Note—66p.

Journal Cit—Innovation Abstracts; v22 n1-29 Jan-Dec 2000

Pub Type—Collected Works - Serials (022)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Classroom Techniques, College Faculty, \*Community Colleges, \*Educational Innovation, \*Learning Strategies, \*Teaching Methods, Two Year Colleges

This document is a series of short papers (47) on topics of interest to community college instructors and practitioners. The topics covered in the papers include: study and writing tips for students, teaching strategies and tips, descriptions of innovative programs, using technology in teaching and learning, interacting with students, and institutional effectiveness. The majority of the papers deal with the teaching and learning function, teaching effectively, and the use of technology in the classroom. Titles include: (1) "Teaching in Chunks: Promoting Integration of Concepts" by Penny Zahl; (2) "A Teacher Writes to His Students: Top Ten Tips For Tackling Tenacious Tasks" by Al Trujillo; (3)

"Rethinking a Scientific Assignment" by Tricia A. Reichert; (4) "Finding New Syllabi" by Wayne Gilbert; (5) "A First-Semester Learning Community for Adult Women" by Diane Horwitz; (6) "Concurrent Enrollment: A Strategy to Meet Urban Educational Needs" by Brian G. Chapman; (7) "Technology of Humanity: Instilling High Tough in High Tech Departments" by Earl R. Dodrill; (8) "Combining Literature and Technology" by Phyllis Gleason; (9) "On Treating Students as Adults" by Richard A. Baker; (10) "Learning Styles across the College" by Diane Cheatwood; (11) "The Brown Paper Paste-Up Analysis: An Institutional Effectiveness Model" by Miriam M. Baker; and (12) "Managing It All: A Systematic Approach for Allied Health Programs." (LD)

**ED 454 906** JC 010 494  
**Parkland College Common Data Set, 2000-**

**2001.**

Parkland Coll., Champaign, IL.

Pub Date—2001-00-00

Note—77p.

Available from—For full text: <http://www.parkland.cc.il.us/oire/CDS0001.htm>.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—College Transfer Students, \*Community Colleges, Degrees (Academic), \*Educational Finance, \*Enrollment, \*Student Financial Aid, Tuition, \*Two Year College Students, Two Year Colleges

Identifiers—\*Parkland College IL

This document from Parkland College in Champaign, Illinois, presents data on enrollment, persistence, admissions, transfer, academic offerings, student life, expenses, financial aid, class sizes, and degrees conferred. Report highlights include: (1) Parkland has a total of 8,026 students, of whom 53% are part-time; (2) the percent of first-time freshmen that were in the bottom half of their high school class academically was 57% for the current year; (3) one year of education costs a typical full-time undergraduate resident student living at home \$2,400 plus tuition to attend the college; (4) tuition is charged on a unit-by-unit basis and costs \$55.00 per unit; (5) of the full-time undergraduate students at the college, 2,027 (25%) receive financial aid of some sort; (6) of the students receiving financial aid, 1,759 received need-based gift aid, and on average this need-based aid met 80% of the students' total need; (7) the college has a total of 491 instructional faculty, of whom 67% are part-time, 11% are minority group members, and 50% are women; and (8) small classes predominate at the college, with only nine courses offered that enrolled more than 40 students. (LD)

**ED 454 907** JC 010 495

Armstrong, William B.

**Explaining Student Course Outcomes by Analyzing Placement Test Scores, Student Background Data, and Instructor Effects.**

Pub Date—2001-00-00

Note—24p.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Ability Identification, \*Academic Aptitude, Community Colleges, \*Educational Testing, Outcomes of Education, Postsecondary Education, \*Student Placement, Two Year Colleges

Identifiers—\*California, University of California San Diego

This study examined the predictive validity of placement test scores with course grade and retention in English and mathematics classes. An increase in the use of testing to determine student eligibility for community college courses has prompted debate and litigation over the equity, access, and legal implications of these practices. In California, this has resulted in state regulations requiring that community colleges provide predictive validity evidence of test-score based inferences and course prerequisites. In addition, companion measures which supplement placement test score must be used for placement. However, for both theoretical and technical reasons, the predictive validity coefficients between placement test scores and

final grades or retention in a course generally demonstrate a weak relationship. This investigation produced a model to explain variance in course outcomes using test score, student background data, and instructor differences. The model produced suggested that student dispositional characteristics explained the highest proportion of variance in the dependent variables. Including the instructor in the model added significantly to the explanatory power, suggesting that grading variation makes accurate placement more problematic. This investigation underscored the importance of academic standards as something imposed on the student by the college and not determined by the entering abilities of students. Contains 28 references. (JA)

**ED 454 908** JC 010 496

**New Associate Degree Requirements. The Advisor.**

British Columbia Council on Admissions and Transfer, Vancouver.

Pub Date—2000-06-00

Note—6p.

Available from—For full text: <http://www.bc-cat.bc.ca>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Associate Degrees, College Role, \*Community Colleges, \*Degree Requirements, \*Degrees (Academic), Two Year Colleges

Identifiers—\*Canada

This document contains a brief history of the development of the associate degree in British Columbia and reviews the degrees presently conferred. A major portion of the document focuses on newly approved (May 30, 2000) requirements for the Associate Degree of Arts (AA) and the Associate Degree of Science (AS). The associate degree formally became a degree in 1991; between 1993 and 1998, 1,350 students earned one. The report examines associate degree standards, simplicity, and transfer, and recommends: clarifying the intent of the degree; changing overall grade point average requirements; and allowing statistics courses to count towards the Associate of Arts degree. The associate degree is designed to prepare students for work, good citizenship, and a more enriching life. It is also designed to prepare students for further study. The AA and AS degrees both require 60 semester credits, including 6 credits of English. The AA degree requires 9 credits in science (math, computing science, statistics, laboratory science), 36 credits in arts (social science, humanities, English, creative and performing arts), and nine additional elective credits. The AS degree requires 6 credits in mathematics, 36 credits in science, 6 credits in arts other than English, and 6 elective credits. (LD)

**ED 454 909** JC 010 497

**Management Information Systems Manual.**

Illinois Community Coll. Board, Springfield.

Pub Date—2000-09-00

Note—304p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC13 Plus Postage.**

Descriptors—\*Administrator Guides, \*Community Colleges, Data Processing, Databases, Guidelines, \*Information Management, \*Management Information Systems, Specifications, \*Statistical Data, \*Statistics, Tables (Data)

Identifiers—\*Illinois

This Management Information Systems Manual for the Illinois Community College Board (ICCB) provides basic information for submitting data to the ICCB. The manual is published every two years, and an addendum is published in the off years. It highlights and summarizes information from other documents, without being meant to replace those documents. The manual is in three sections: Section 1 includes an introduction, general information, and a schedule of due dates for submissions, along with submission instructions; section 2 includes a description and listings of the classification systems used by the ICCB; and section 3 includes data formats, explanations, and examples to help personnel complete the various data requirements of the ICCB Management Information Systems. Data entry instruction includes specific instructions for classi-

fying course enrollment data; facility inventory data; faculty, staff, and salary data; and a student information database that includes non-returning student surveys, community college responsibilities, noncredit course enrollment, and occupational follow-up data. The manual also includes lists of and codes for Illinois high schools and public community colleges. Appendix A includes the Classification of Instructional Programs (CIP) Coding List; and Appendix B includes rules regarding Residency, Repeatability, and High School/Community College Dual Enrollment Students. (NB)

**ED 454 910** JC 010 498

**Provincially and Locally Initiated Curriculum Program Assessment, Final Report.**

Spons Agency—Centre for Curriculum, Transfer and Technology, Victoria (British Columbia).

Pub Date—1999-11-19

Note—36p.; Prepared by J. H. Reed & Associates LTD.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Curriculum, Community Colleges, \*Curriculum Based Assessment, \*Curriculum Development, \*Evaluation Methods, \*Marketing, Merchandising, Two Year Colleges

Identifiers—\*British Columbia, Canada

This report is an independent assessment of the Provincially Initiated Curriculum (PIC) and Locally Initiated Curriculum (LIC) for British Columbia's Centre for Curriculum, Transfer and Technology (C2T2), which manages both PIC and LIC projects. The report makes four recommendations for C2T2's consideration: (1) a renewed emphasis on communication regarding the availability of curriculum products and on positive initiatives in curriculum development; (2) a review of the structures and processes of PIC and LIC projects; (3) a project management process that improves the timely completion of curriculum projects; and (4) an enhanced recognition of C2T2's role in marketing curriculum products. C2T2 hopes to identify the strengths and weaknesses of the programs in order to maintain and improve the quality of their marketing service. A small sample of 38 administrators, faculty, and educational coordinators responded to survey questions. This paper analyzes the findings of the survey in seven different areas: (1) the selection process for the projects; (2) completion and distribution for the projects; (3) the benefits to institutions; (4) the benefits to students; (5) marketing curriculum projects; (6) C2T2's role in curriculum development; and (7) return on investment. Appendices include data tables, the survey form, and a summary of responses. (NB)

**ED 454 911** JC 010 499

**Austin Community College Institutional Effectiveness Assessment Planning Resource Manual.**

Austin Community Coll., TX.

Pub Date—2000-00-00

Note—60p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*College Outcomes Assessment, \*Community Colleges, \*Curriculum Based Assessment, \*Educational Assessment, Educational Planning, Educational Policy, \*Evaluation Methods, Institutional Mission, \*Outcomes of Education, Two Year Colleges

Identifiers—\*Austin Community College TX

This manual from Austin Community College (ACC) (Texas) is a guide for faculty and administrators developing assessment criteria for their students, classes, or programs. It defines the five stages of ACC's assessment process: (1) stating the purpose, wherein the unit or department states its function within the larger context of the college's overall mission; (2) identifying the outcomes the unit intends to achieve and criteria it will use to determine whether those outcomes have been achieved; (3) assessing outcomes—defining the methods by which the unit will assess whether the outcomes criteria have been met and analyzing the data gathered by that methodology; (4) implementing improvements based on outcomes information; and (5) stat-

ing the impact the unit's improvements have made on the quality of what it does. Completing all five steps ends one assessment cycle; each successive year, the steps are completed again. The manual recommends that unit members: focus on assessment as a tool for improving the quality of students' educational experiences; add minimally to the already heavy workload, using existing data as much as possible; ensure that attention to institutional effectiveness efforts is not lost by identifying the responsibilities of all involved; and be sensitive to the implications of assessment. Contains a glossary of assessment terms, Bloom's Classification of Cognitive Skills, ACC's mission statement, and an assessment plan template. (EMH)

**ED 454 912** JC 010 500

**Edgecombe Community College Faculty Advisor's Handbook.**

Edgecombe Community Coll., Tarboro, NC.

Pub Date—2001-00-00

Note—25p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Advising, Community Colleges, Counseling, Counselor Attitudes, Counselor Performance, \*Counselor Role, \*Educational Counseling, \*Faculty Advisers, Guidance Personnel, \*School Counseling

This handbook for faculty advisors seeks to clarify Edgecombe Community College's (ECC's) (North Carolina) advising theories and concepts. The handbook is designed for instructors as well as program chairpersons and coordinators who are assigned the responsibility of advising students in their programs. The guide is divided into five sections: section 1 offers an overview of the basic theory and concepts of advising; section 2 explores the shared responsibilities in the advisor/advisee relationship; section 3 looks at the issue of advising Special Populations; section 4 offers practical suggestions for getting started; and section 5 concludes with a look at the importance of advising and core values, and offers a referral directory. The handbook gives practical scenarios that can be used by advisors in their initial meetings with students. A list of 11 discussion points for the first meeting includes such questions as: "What high school did you graduate from?" "Where do you live?" "What led you to choose this major?" and "What are your goals after graduation?" The guide suggests saving the answers to the questions in the student's file for future reference. The handbook also offers sample questions for subsequent meetings, such as: "How are your classes going?" "When do you plan to graduate?" and "Let's review a copy of your most recent resume." The guide also offers practical advice for improving communication between the advisor and the student. (NB)

**ED 454 913** JC 010 501

**Pezzoli, Jean A. Ainsworth, Don**

**Program Proposal: Certificates of Competence, Certificate of Achievement, Associate in Applied Science Degree in Sustainable Technology.**

Hawaii Univ., Kahului. Maui Community Coll.

Pub Date—2001-01-00

Note—73p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—College Curriculum, Community Colleges, \*Conservation Education, \*Curriculum Development, \*Energy Education, Program Implementation, \*Technology Education, Two Year Colleges

Identifiers—\*University of Hawaii Maui Community College

This document proposes a program in sustainable technology at Maui Community College (Hawaii). This new career program would be designed to provide four Certificates of Competence, a Certificate of Achievement, and an Associate in Applied Science degree. The primary objectives of the program are to meet student, county, and state needs for pre-employment entry- and intermediate-level skills, as well as in-service training in implementing energy-saving systems in buildings and structures. Specific learning objectives of the program include: (1)



knowledge and skills on the design, construction, and repair of "green" buildings that employ energy conservation methods, recycled construction materials, and such renewable power as wind, sun, water, and other sustainable energy; and (2) skills in the use of biomass energy equipment, computer-controlled equipment, and related diagnostics for reducing electricity consumption. The sustainable technology program will support major state and county initiatives to diversify the economic base and to attract clean, high-technology industries. Both the Department of Labor and Industrial Relations data and the community needs assessment results substantiate the need for a sustainable technology program in Maui County. Appendices contain program description; Labor Department employment outlook; community needs assessment; indication of student demand; sustainable technology faculty listing; planned resources; projected assessment of program efficiency; comparative costs per student semester hour; community advisory committee list; and community letters of support. (JA)

ED 454 914

JC 010 502

Weglarz, Shirley G.

### Johnson County Community College Fall 2000 New Student Survey.

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date—2001-01-00

Note—55p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

### EDRS Price — MF01/PC03 Plus Postage.

Descriptors—College Freshmen, Community Colleges, \*Participant Satisfaction, School Effectiveness, \*Student Attitudes, Student Characteristics, \*Student Educational Objectives, \*Student Motivation, Student Surveys, Tables (Data), Two Year Colleges

Identifiers—\*Johnson County Community College KS

This report presents the results of a survey at Johnson County Community College (JCCC) (Kansas), conducted to determine new students' educational objectives and what factors influenced their decisions to attend JCCC. Questions were also asked about new students' preferences for various media in order to provide information for the college's marketing and advertising efforts. Report highlights include: (1) overall, new students' ratings of JCCC are very favorable, with almost nine in ten responding new students (85%) rating JCCC "excellent" or "good," 10% "average," and the remaining 5% "fair" or "poor"; (2) forty-two percent of the respondents chose "inexpensive, reasonable" as what they like best about JCCC; (3) more than one-third (34%) liked the "small class sizes" best; (3) the percentage of respondents indicating that a campus service meets their needs ranged from a high of 92% for computer labs to a low of 65% for job listing and recruitment; (4) one-third of all new students surveyed indicated their educational objectives were to transfer to another college or university, while 18% cited "personal interest/self-improvement"; and (5) the following factors were cited as major influences in students' decision to attend JCCC: "class times fit my schedule" (67%), "can work while attending" (66%), "course offered at JCCC" (63%), and "cost of attending" (60%). (EMH)

ED 454 915

JC 010 503

Lund, Steven Sanderson, Lee

### Adventures in Teaching via Interactive Television.

Pub Date—2000-03-00

Note—7p.; Paper presented at the Teachers of English to Speakers of Other Languages Conference (Vancouver, Canada, March 13-18, 2000).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Computer Uses in Education, \*Distance Education, Edu-

cational Improvement, \*Educational Television, Instructional Innovation, \*Interactive Television, Teaching Methods, \*Telecourses, Two Year Colleges

Identifiers—\*Arizona Western College

Since 1991, Arizona Western College has provided interactive television (ITV) college courses to other sites within and outside of Yuma County (Arizona). This method of course delivery reaches students at distant sites not large enough to support a class and also allows teachers at several sites to offer courses to a larger student pool. It makes available a larger variety of courses, enabling students to take courses necessary for a certificate or degree program. However, ITV course delivery carries with it a distinct set of obstacles to learning. This report explores ways to overcome the barriers commonly associated with ITV instruction, which include: (1) distance—the instructor and students are not in the same room; (2) technology and classroom configuration, which may not be favorable to learning; (3) equipment that may intimidate or distract students; (4) compromised efficiency of traditional classroom activities; (5) limited spontaneity; and (6) video and audio materials that may not be cleared for broadcasting. Strategies to help overcome these barriers include: (1) sending students an introductory letter before the class begins; (2) offering an orientation to the ITV methods and equipment; (3) having a teaching assistant at the distant site(s); (4) soliciting student feedback; (5) visiting the distant site(s) at least once per semester; and (6) periodically rephrasing lecture material to ensure student understanding. (EMH)

ED 454 916

JC 010 505

Wild, Nancy

### A.C.T. Student Opinion Survey, Spring 2000: Rogue Community College, Redwood and Riverside Campuses. Management Report.

Rogue Community Coll., Grants Pass, OR.

Pub Date—2000-00-00

Note—42p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Community Colleges, \*School Effectiveness, \*Self Evaluation (Groups), Student Attitudes, Student Characteristics, \*Student Reaction, \*Student Surveys, Two Year Colleges

This report provides the results of a standardized survey of student opinions and satisfaction at Rogue Community College (RCC) (Oregon). In the spring of 2000, the Student Opinion Survey was conducted among students at both the Redwood Campus (RWC) in Grants Pass and the Riverside Campus (RVC) in Medford. Results include: (1) students at both Redwood and Riverside campuses perceived a high level of quality of education at RCC; (2) in naming major reasons for selecting RCC, seven out of ten (71%) of the students selected the college for its convenient location, and more than half also listed having the courses they wanted and the low cost of attending as major reasons for selection; (3) students at Redwood and Riverside were happiest with financial aid services (44%), tutorial services (41%), attitude of teaching staff toward students (41%), and computer lab services (40%); (4) students were least satisfied with the purposes for which activity fees were used, recreational and intramural programs, student government, and athletic facilities; (5) students indicated that they were under 40 years old (79%), female (60%), white (80%), unmarried (66%), working (61%), and/or attending day classes (91%); and (6) four out of five students college-wide believed the courses they were required to take would contribute to their future success. (EMH)

ED 454 917

JC 010 506

MacMichael, Mary Susan

### A Portrait of Traditional-Age Students at a Rural Community College.

Pub Date—1999-12-00

Note—176p.; Doctor of Philosophy Dissertation.

Arizona State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)

### EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Community Colleges, Student Attitudes, \*Student Characteristics, \*Student Experience, \*Student Motivation, Student Surveys, Two Year College Students, Two Year Colleges

This study used qualitative research methods to construct a portrait of students between the ages of 18 and 24 who chose to attend a rural community college. Lengthy interviews were conducted with 12 volunteer participants throughout their first year of college, and in some cases continued into their second year, to gather data about their college-going decisions, including responses about the people, events, and information that led them to choose that college. The data also includes information about the first year experiences of the participants, their financial concerns, and their later evaluation of the decision to attend college. Tinto's Longitudinal Model of Institutional Departure was used as a theoretical framework to analyze the interview data. Results included: (1) the participants were found to be very diverse in all three of Tinto's pre-entry attributes—family background, skills and abilities, and prior schooling; (2) the students' pre-entry attribute of family background was found to be an important factor in their decision to attend the community college, and their family background also strongly affected the other two pre-entry attributes; and (3) students whose families had relocated several times during the students' public school years experienced difficulty maintaining the academic credits and continuity needed to prepare an extended college search. (Contains 97 references.) (JA)

ED 454 918

JC 010 507

Perry, Terrye Cambrice, Brenda High, Glennis F. Morris, Barbara

### A Report on Class Scheduling at the Northline Campus: Focus on Fall 2001.

Houston Community Coll. System, TX. Northeast Coll.

Pub Date—2001-03-26

Note—9p.

Pub Type—Reports - Research (143)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, \*Course Selection (Students), Educational Research, \*Enrollment Influences, Enrollment Management, Organizational Effectiveness, \*Student Behavior, Two Year Colleges

Identifiers—Houston Community College System TX

This report is the result of a survey conducted by the Northeast College in the Houston Community College System (HCCS) (Texas) to assist students with class scheduling. It will provide the academic offices with information that will allow for more efficiency when scheduling classes and act as a retention strategy by allowing students to have input in the process of determining when classes will be offered for them. Results include: (1) most students at the Northline campus preferred day classes as opposed to evening and night classes; (2) more students preferred classes on Monday and Wednesday morning than other times; (3) the least popular times for students were Tuesday and Thursday afternoons; (4) the second most popular time selected was Monday, Wednesday, and Friday between the hours of 8 AM and 3 PM; and (5) the majority of students preferred having classes during the day, with less than a third (30%) indicating that they preferred nighttime classes. These data appear to be consistent with other information that the system has collected in the past. However, the lack of current available data for the system makes it impossible to determine whether this "day-night divide" at the Northline campus is in alignment with that of the system as a whole. (JA)

ED 454 919

JC 010 508

VanWagoner, Randall J.

### A Framework for Academic Planning: Engaging Faculty in Strategic Dialogue.

Metropolitan Community Coll., Omaha, NE.  
Pub Date—2001-06-00  
Note—20p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Administration, \*College Faculty, Community Colleges, Educational Administration, \*Educational Planning, Strategic Planning, Two Year Colleges

Identifiers—\*Metropolitan Community College NE

This report examines the ways in which a community college can engage the faculty in its academic planning. Metropolitan Community College (MCC) (Nebraska) has developed an academic planning process that involves faculty in strategic dialogue, strengthens relationships with critical areas in the college, and synchronizes college-wide strategic planning. The key to the academic planning process for MCC was the development of a common model to guide the discussions. A set of five key learning initiatives was identified after facilitating a series of faculty conversations about the future. These learning initiatives were defined as follows: mission driven; learner centered; curriculum focused; partnership rich; and inclusive culture. This framework was then used to guide department planning meetings. Concurrently, the college was engaged in an overall strategic planning process to identify strategic initiatives as well. While a number of results were tangible in identifying priorities for the area and programs, earmarking budget dollars for key action plans and providing directions for grants and fundraising, the most important result may have been more intangible. The extensive involvement of faculty, the richness of the dialogue, and the visible documentation of the process resulted in a renewed sense of energy about the future. Attachment includes academic planning document. (JA)

**ED 454 920**

JC 010 509

Fields, Helen Cosgrove, John

**Performance in General Psychology and Reading Level, Fall 2000, Forest Park Campus.**

Saint Louis Community Coll., MO. Office of Institutional Research and Planning.

Report No. —SLCC-TM-01-6

Pub Date—2001-05-22

Note—15p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Community Colleges, Comparative Analysis, \*Outcomes of Education, \*Psychology, \*Reading Ability, \*Reading Skills, Two Year Colleges

Identifiers—\*Saint Louis Community College MO

This paper examines potential relationships between students' reading proficiency and performance in general psychology classes. The primary research objective was to determine if there existed a relationship between reading level, as measured by a student's initial ACCUPLACER reading placement, and performance in a general psychology class, as measured by final course grade. Successful performance in general psychology consisted of course grades A, B, or C; unsuccessful performance consisted of course grades D, F, PR, or W. Analyses of the data showed that the relationship between reading level and performance in General Psychology, as defined by success rates, was not significant. However, significant differences in performance outcomes were observed for students who had developmental (Reading 030 and below) and non-developmental (Reading 513 and 100) reading placements. When the analysis was restricted to students who received grades that were used to calculate grade point average, the data showed that non-developmental students received significantly higher grades than developmental students. The mean grades received in general psychology by developmental (1.76=D) and non-developmental reading students (2.36=C) differed significantly. To obtain a more accurate measure of student reading ability, it is important that ACCUPLACER reading placements are adjusted to incorporate instruction in developmental reading coursework. (JA)

**ED 454 921**

JC 010 510

Hom, Willard, Comp.

**Part-Time Faculty: Literature Review and Bibliography.**

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—2001-05-00

Note—15p.; Compiled with the assistance of Mary El-Bdour.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Faculty, \*Community Colleges, \*Faculty Workload, \*Part Time Employment, \*Part Time Faculty, Two Year Colleges

Identifiers—\*California Community Colleges  
This document contains two sections: a literature review of material related to part-time faculty, and the review's bibliography. The most recent research indicates that the use of part-time faculty positions in higher education as a proportion of total faculty positions has reached a plateau. The recently released study by the U.S. Department of Education estimates that part-timers made up 43% of the faculty workforce at colleges and universities. The pay and benefits of the part-time faculty in community colleges clearly do not equal those of full-time faculty in community colleges. The inequality in pay and benefits itself plays a role in the growth or decline of part-time employment's share of the total employment of faculty. Findings on any difference in instructional effectiveness between part-time and full-time faculty are inconclusive despite extensive work in this area. Many researchers emphasize the link between working conditions and effectiveness of the part-time faculty member. A critical working condition is the integration of the faculty member into the whole campus. The limited job mobility or opportunity facing part-time faculty has negative effects on these individuals. The likelihood or desire of part-time faculty to become full-time faculty underlies much of the discussion about limited opportunities and inequity. (Contains 83 references.) (JA)

**ED 454 922**

JC 010 513

Boston, William Fellows, Sharon Culver, Richard

**Self-Directed Learning: A 2-Year, 4-Year Collaboration for Engineering Students. Working Paper Series.**

Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.

Report No. —BCC-WPS-1-01

Pub Date—2001-00-00

Note—8p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Active Learning, Community Colleges, \*Cooperative Learning, \*Engineering Education, Higher Education, Independent Study, \*Lifelong Learning

Identifiers—\*Broome Community College NY, \*State University of New York Binghamton

This paper describes the joint collaboration of Broome Community College (BCC) (New York) and the State University of New York at Binghamton to help their engineering students become self-directed learners (SDL). Gerald Grow's model for staged self-directed learning is presented as a framework for the collaboration, with its four stages of student ability: (1) dependent; (2) interested; (3) involved; (4) self-directed. At each level, the role of the instructor complements the student's ability. To optimize the student's learning and promote development of SDL skills, a course needs to start where the student functions competently and then stretch them through activities that call on more active, independent learning. Self-directed learners, when confronted with a new topic which they need or want to learn, are capable of setting educational goals, establishing a program for learning the desired information/skills, adapting the learning program to their preferred learning styles, and evaluating their own level of achievement. At BCC, training in SDL skills is being built into second-year traditional, as well as asynchronous, courses through use of group projects. Binghamton integrates instruction in communications, computers, graphics and design, and provides a natural platform for developing SDL skills and attitudes. Joint development and the sharing of experiences has assisted both colleges in this project in building more effective programs and more self-directed students. (Contains 18 references.) (JA)

form for developing SDL skills and attitudes. Joint development and the sharing of experiences has assisted both colleges in this project in building more effective programs and more self-directed students. (Contains 18 references.) (JA)

**ED 454 923**

JC 010 516

Taggart, Donna Valenzuela, Yvonne Sragovic, Lisa  
**Analysis of ASSIST Navigability, Usability, and Content Using Student Focus Groups, Spring 2000. Final Report.**

Pub Date—2000-09-18

Note—47p.; Submitted to the ASSIST Coordination Site.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Articulation (Education), \*College Transfer Students, Community Colleges, \*Educational Technology, Higher Education, Transfer Policy, \*World Wide Web

Identifiers—\*California Community Colleges, California State University, University of California

This report details a focus group's efforts to ascertain if the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) implemented on the World Wide Web was easy for students to navigate and use. Another purpose of the analysis was to discover if the information contained within ASSIST was easily understood by community college students. ASSIST is a Web-based transfer planning tool that shows students courses they must complete at California community colleges so that they can successfully transfer to a California state university or University of California campus. Since its inception as a voluntary, pilot activity in 1985, ASSIST has grown substantially and has evolved into California's official repository of transfer and articulation information. A survey, an interactive packet, and focus group interviews were used to collect data regarding the usability/navigability and content of the ASSIST Web site, as well as on the format and content of articulation contained within the ASSIST database. Results indicated that first-time users had initial difficulty navigating the ASSIST Web site and locating the information they sought. But overall, students found the ASSIST Web site easy to manipulate, once they figured out how. (JA)

**ED 454 924**

JC 010 517

McDonough, Maureen Lucy

**A Case Study of the Transfer Process of a Selected Group of Students from a Community College to a Four-Year Teacher Education Program.**

Pub Date—2000-00-00

Note—207p.; Doctor of Philosophy Dissertation, University of Maryland, College Park.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Accountability, \*College Transfer Students, Community Colleges, Postsecondary Education, \*Student Attitudes, Student Experience, \*Teacher Education, Transfer Programs, Two Year Colleges

Identifiers—\*Community College of Baltimore County MD

This dissertation examined the transfer experiences of students who exited the Community College of Baltimore County (Maryland) and transferred to Towson University during 1999. The research questions addressed the issues of the role of the community college in teacher preparation and how the institutions help or hinder the transfer of prospective teacher education majors who begin their pre-service training at the community college. The researcher interviewed 14 transfer students and six higher education professionals from both the two- and four-year institutions. The study traced the history of the community college movement nationwide and in the state of Maryland, and cited efforts to improve transfer conditions for community college students who express an interest in majoring in teacher education at the baccalaureate level. The findings revealed five dominant themes: transfer tension; the ambiguous role of the community col-

lege in teacher preparation; the role of the students in the management of his/her transfer; the erection and maintenance of institutional barriers; and feelings of alienation, especially for non-traditional students. Recommendations included encouraging the college teacher education professionals to conduct substantive dialog about their respective philosophies of preparing teachers, and clarification of the role of the community college in teacher education. Appendices include surveys, consent forms, and interview protocols. (Contains 145 references.) (JA)

**ED 454 925** JC 010 518

Gribbons, Barry C. Dixon, P. Scott  
College of the Canyons Faculty and Staff Survey, Fall 2000.

College of the Canyons, Santa Clarita, CA. Office of Institutional Development.

Report No. —COC-R-102

Pub Date—2001-01-00

Note—57p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Ancillary School Services, Community Colleges, \*Computer Oriented Programs, \*Educational Technology, \*Employee Attitudes, Job Satisfaction, \*Library Services, Program Evaluation, \*School Surveys, Tables (Data), Two Year Colleges

Identifiers—\*College of the Canyons CA

This survey was designed to acquire information on the opinions of college employees regarding various institutional departments. The questionnaire used both Likert-type and open-ended questions, with six response choices ranging on a scale from 1 to 5, from very dissatisfied to very satisfied to no opinion. Of the 640 questionnaires distributed to staff and faculty, 162 were returned (response rate 25%). Findings are reported by department and include: (1) for Computer Support Services, "willingness to help" and "courtesy when answering phones" rated the highest (4.6), with no items falling below 4.2 (between satisfied and very satisfied); (2) for MIS, "willingness to help" and "knowledge of the staff" rated highest, at 4.1, with the lowest score (2.7) being "ease of use of programs"; (3) suggestions to improve Institutional Development included regularly scheduled reports, more staff, and more accurate numbers; (4) average scores for Personnel Services ranged from 3.5 to 4.3, with respondents describing the staff as "wonderful to deal with"; (5) for library services, average scores ranged from 4.1 to 4.8 (for "reference assistance" and "willingness to help"); and (6) suggestions for Reprographics improvement included more room and staff, increased self-serve capabilities, and separate machines in various locations around campus. The survey and select responses are appended. (EMH)

**ED 454 926** JC 010 519

Dixon, P. Scott Gribbons, Barry C.

Survey of Interest, Canyon Country College of the Canyons Site, January 2001.

College of the Canyons, Santa Clarita, CA. Office of Institutional Development.

Report No. —COC-R-103

Pub Date—2001-02-00

Note—18p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Educational Facilities Planning, \*Educational Improvement, Institutional Mission, \*Student Attitudes, \*Student Educational Objectives, Student Needs, Student Surveys, Two Year Colleges

Identifiers—\*College of the Canyons CA

In the process of planning a new site to serve students in Canyon Country (California), the College of the Canyons (COC) in Santa Clarita surveyed students to assess their needs. Anonymous questionnaires were mailed to the homes of 1,000 randomly selected students who lived in Canyon Country and had attended COC in fall 2000 or spring 2001. Of the mailed surveys, 91 were undeliverable for various reasons, and 155 were com-

pleted and returned to the college, for a response rate of 17 percent. The questionnaires contained both open-ended and closed-ended questions. Major findings of the study included: (1) a majority (88%) of potential Canyon Country students indicated an interest in attending COC in fall 2001; (2) preferred courses included math, computers, English, and history; (3) preferred days and times of courses at the proposed site were similar to preferred days and times at the home campus, but some respondents indicated an interest in weekend courses; and (4) respondents indicated that matriculation services, counseling, tutoring, computer labs, and library service were important services that they would want to see at the site. Included is the survey instrument and response frequencies, as well as a complete list of courses of interest. (LD)

**ED 454 927** JC 010 520

Gribbons, Barry C. Dixon, P. Scott

College of the Canyons International Students Program Student Questionnaire, Fall 2000.

College of the Canyons, Santa Clarita, CA. Office of Institutional Development.

Report No. —COC-R-101

Pub Date—2001-01-00

Note—17p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Ancillary School Services, Community Colleges, \*Foreign Students, Program Evaluation, \*Student Attitudes, Student Surveys, Two Year Colleges

Identifiers—\*College of the Canyons CA

In order to assess the services of the International Students Program (ISP), the College of the Canyons in Santa Clarita (California) surveyed its international student population. The survey instrument included Likert-scale items as well as open-ended questions. Questionnaires were mailed to the homes of 130 ISP students, and 37 surveys were returned for a response rate of 28.5 percent. Findings included: (1) respondents were most positive with respect to the benefits of personal counseling (82%) and academic counseling (79%) provided by the ISP; (2) respondents rated the general services of ISP highly (78%) and stated that they were generally satisfied with the college (72%); (3) respondents felt most negative about housing assistance services and personal development courses; and (4) respondents felt transportation services were less than satisfactory and that ISP needed to do more to support their integration into American society. Based on the results of this survey, it is recommended that ISP increase socialization and networking activities. Contains the survey instrument, response rates for closed-ended questions, and responses to open-ended questions. (LD)

**ED 454 928** JC 010 521

Tichenor, Stuart

Cutting Edge Technology: Inspiration or Irritation?

Pub Date—2001-05-30

Note—27p.; Presented at the Annual Meeting of the National Institute for Staff and Organizational Development (Austin, TX, May 20, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Computer Uses in Education, Critical Thinking, \*Educational Technology, Higher Education, \*Learning Strategies, Plagiarism, Research Tools, Technological Advancement, \*World Wide Web, \*Writing Instruction, Writing Strategies

This paper asserts that all the praise currently being lavished upon computer technology in the writing classroom should be tempered with realistic criticism. In addition to making research easier for students, the Internet makes plagiarism very easy. The author stresses that this plagiarism problem is not limited to the composition classroom, and that the process of documenting a plagiarism case against a student can be very difficult. The author offers the Web address of one site that helps students and teachers check for plagiarism. He also

addresses the need for colleges to have a technical support staff whose numbers are proportionate to the number of computers on campus, pointing out that keeping up with the latest technology is not only expensive, but requires the kind of time that most college staff do not have at their disposal. Finally, this paper urges instructors who use computers in the classroom to invest time in planning, rather than rushing to adopt the latest technology. The curriculum is at the heart of a college education, and the author stresses that it is not designed by manufacturers of hardware or developers of software, but rather, as has always been the case, the curriculum is developed by teachers. Presentation materials are appended. (Contains 28 references.) (NB)

**ED 454 929** JC 010 522

Ross, Jeff

Creating the Hybrid Electronic Course: An Instructor's Journal.

Pub Date—2001-01-20

Note—8p.; Paper presented at Central Arizona College Special Task Force for On Line Course Development (January 20, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Electronic Classrooms, Electronic Mail, \*Information Networks, \*Instructional Design, Instructional Innovation, \*Internet, Listservs, \*Outcomes of Education, Program Effectiveness, Two Year Colleges, World Wide Web

Identifiers—\*Central Arizona College

This paper details the day to day curriculum of an e-mail-based English class at Central Arizona College. The intent of the class—a Hybrid Electronic Course (HEC)—was to expose the students to both independent research and writing, while also giving them opportunities for traditional classroom meetings. An entire semester was compressed into three weeks. Syllabus, assessment information, handouts, and pertinent Web links were all maintained on the instructor's Web site. The instructor devoted in-class time to discussing topics such as researching Web sites, using APA style, and developing strategies for writing academic text. The instructor asked students to write three 500-word essays that would help them in the development of the larger research paper. The instructor had to deal with logistical issues such as viruses, the increased workload caused by a steady stream of e-mail, attachments arriving in non-readable forms, and filing and accessing methods. The instructor found that with the HEC format, students were able to accelerate the learning process. Handwritten remarks and face-to-face conferencing can be enhanced by word processing automated reviewing. The instructor also found, however, that it is more difficult to teach writing using a distance-learning model, and that technology both impedes and enhances student learning. (NB)

**ED 454 930** JC 010 523

Cohen, Arthur M. Outcalt, Charles L.

A Profile of the Community College Professoriate: A Report Submitted to the Small Research Grants Program of the Spencer Foundation.

Center for the Study of Community Colleges, Los Angeles, CA. Technology.

Pub Date—2001-06-29

Note—82p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*College Faculty, \*Community Colleges, Faculty Development, \*Professional Recognition, Teacher Alienation, \*Teacher Characteristics, Teacher Effectiveness, Teacher Empowerment, \*Teacher Morale, \*Teacher Motivation, Two Year Colleges

This study focused on the nature and formation of a professional identity for the community college professoriate. In late 2000, a random national sample of more than 1,500 community college faculty were surveyed on their professional practices and attitudes. This survey, which contained over 200 items, revealed that the community college profes-



soriate grew not only more diverse but also more disparate since 1975, when a similar survey was undertaken. Survey data showed that faculty differed significantly on a wide variety of measures according to their personal and professional characteristics, including their instructional practices, levels of professional involvement, and use of professional reference groups. Some groups, most notably full-timers and doctoral seekers, demonstrated higher degrees of commitment to teaching, to their profession, and to their institution. However, these same groups also reported closer ties with four-year colleges and universities, a finding that contradicts the notion that community college instruction has developed as a professional practice sui generis. In conclusion, the community college professoriate has become increasingly differentiated at the same time the community college mission has grown ever more complex; however, it is not clear that the institutional mission and instructor practice have developed with close regard for one another. (Author/NB)

**ED 454 931** JC 010 524

**Reaching into the Future: A New National Initiative. Establishing a Transfer Articulation Network between Urban Community Colleges and Both Historically Black Colleges and Universities and Hispanic Serving Institutions.**

City Coll. of San Francisco, CA. Office of Institutional Development, Research, and Planning. Pub Date—2001-00-00

Note—14p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Articulation (Education), \*Black Colleges, \*Community Colleges, Ethnicity, Higher Education, \*Hispanic American Students, \*Institutional Cooperation, Minority Groups, \*Partnerships in Education

Identifiers—City College of San Francisco CA

This document discusses a proposed national articulation agreement among urban community colleges, historically Black colleges and universities (HBCUs), and Hispanic-serving institutions (HSIs) to increase minority degree attainment. In 1998, the percentages of African-American and Hispanic adults receiving a bachelor's degree were 18% and 17%, respectively. However, the percent of White adults with a bachelor's degree was 35%. There are many reasons for this difference in degree attainment, but the College Board report pinpoints five factors that are strongly associated with student educational outcomes: (1) economic circumstances; (2) the level of parents' education; (3) racial and ethnic discrimination; (4) the cultural attributes of the environment; and (5) the use of school resources. This paper discusses a new articulation agreement between City College of San Francisco (CCSF) and several prominent HBCUs, and proposes the establishment of a National Articulation Network to ease and promote transfer of African-American students and Hispanic students. The network would be a national course-to-course articulation agreement that would allow a student to transfer from anywhere in the country to an HBCU or HSI of his or her choice. Currently, CCSF is working with several organizations, including the American Association of Community Colleges, the United Negro College Fund, and the Hispanic Association of Colleges and Universities, to develop support and establish the network. (LD)

**ED 454 932** JC 010 525

**Howard Community College Report on the 2001 YESS Survey: Annual Survey of Student Satisfaction.**

Howard Community Coll., Columbia, MD. Office of Planning and Evaluation.

Report No.—HCC-RR-109

Pub Date—2001-06-00

Note—7p.; Colored graphs and charts may not reproduce adequately.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Ancillary School Services, Bookstores, College Stores, Community Colleges, \*Library Services, Program Evaluation, \*Student Attitudes, Student School Relationship, Student Surveys

Identifiers—\*Howard Community College MD

This report details the results of the 2001 Yearly Evaluation of Services by Students Survey (YESS) from Howard Community College (HCC) (Maryland). The survey is given to randomly chosen class sections each spring. The number of students chosen to participate in the 2001 survey was 1,994, and the response rate was 38% (766 students). Ratings on the survey are given on a five-point scale, with 5 being "very satisfied" and 1 being "very dissatisfied." The survey gathered student characteristics according to the following categories: (1) female (55%); (2) 19 and younger (33%); (3) 20-25 years old (39%); (4) White (64%); (5) African American/Black (14%); (6) full-time student (49%); (7) income under \$30,000 (24%); (8) income over \$100,000 (24%); (9) employed full time (40%); and (10) employed part time (39%). Other findings included: (1) three services—cafeteria, financial aid (amount of aid), and parking—rated below 3.5; (2) the highest-rated services were admissions (4.1), telephone registration (4.0), and publications (4.0); (3) of the 52 items on the survey, part-time students rated 37 higher than full-timers; (4) students rated excellence in education and campus safety as the most important aspects of a college, with more than 70% reporting satisfaction on these items; and (5) 80% of students were satisfied with the quality of instruction at HCC. The article includes 19 tables, graphs, and charts. (NB)

**ED 454 933** JC 010 526

**Standards of Practice for Psychological Services in California Community Colleges.**

Pub Date—1999-02-00

Note—16p.; Published by the California Community Colleges Psychological Services Consortium. Reprinted from the "Journal of Counseling & Development," volume 73, September/October 1994, pages 38-43, copyright American Counseling Association.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Role, \*Community Colleges, Confidentiality, \*Counseling Objectives, Crisis Intervention, Ethics, \*Guidance Centers, Mental Health, \*Outreach Programs, Privacy, \*Psychological Services, \*Student Behavior, Student Characteristics, Two Year Colleges

Identifiers—\*California Community Colleges

This paper, taken directly from the Accreditation Standards for University and College Counseling Centers published in the "Journal of Counseling and Development" (1994), delineates the standards that providers of psychological services in California community colleges must adhere to. Five pertinent areas are discussed: (1) the relationship of psychological services to the college community; (2) the functions of psychological services; (3) the ethical and legal standards of practice; (4) personnel qualifications and duties; and (5) related guidelines. The number and severity of personal problems students bring to campus have increased dramatically over the past 20 years. Traditionally, community colleges have linked psychological services with academic and career concerns. However, it is important to assure the student that psychological services are not linked with administrative decisions. Psychological services should provide three essential functions: treatment, psycho-education, and consultation. To this end, a comprehensive program should provide the following: (1) individual and group counseling; (2) crisis intervention; (3) outreach programming; and (4) consultation. Community college psychological services need to adhere to professional legal and ethical standards, clarifying what these standards are with regard to confidentiality, administration of tests, research practices, records, and other issues. Also, psychological personnel should be given rights and privileges consistent with community college faculty. (NB)

**ED 454 934** JC 010 527

Carletta, Charles F.

**Community College Trustees: Protecting the Public Trust after Appointment to the Board. Occasional Paper.**

New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.

Pub Date—1999-09-00

Note—7p.

Available from—New Jersey Council of County Colleges, 330 West State Street, Trenton, NJ 08618. Tel: 609-392-3434; Web site: <http://www.njccc.org>.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Budgets, \*College Administration, \*Community Colleges, \*Educational Administration, Educational Finance, Governing Boards, Public Service, \*Trustees, Two Year Colleges

Identifiers—\*New Jersey, Public Awareness, Public Discourse, Public Interest

This paper highlights the responsibilities of trustees of the New Jersey Community Colleges. It especially clarifies the relationship between trustees and their presidents, and the relationship between trustees and their county sponsor. Citizen governance of the public colleges has two principal functions: (1) to be responsive to the public interest by bringing the perspective of informed citizens to the heart of the college for setting missions, approving policies and budgets, and selecting and evaluating institutional leaders; and (2) to be thoughtful and knowledgeable advocates for the needs of the college to elected officials and the public. As community college trustees carry out these functions, they must maintain good relationships among themselves while conducting business in an open meetings forum. College trustees must also balance the division of responsibilities between the board and the college administration. Trustees must be prepared to identify priorities, shape institutional responses to New Jersey's needs, and communicate progress to local elected officials. In addition, how a decision is communicated can often be as important as the decision itself. Trustees need to empower their administration and to serve as buffers and bridges between the campus and the larger society it serves. Trustees also need to network with businesses and corporations in an effort to link business with academics. (NB)

**ED 454 935** JC 010 528

Pindar, Sara Lee

**Community Colleges and the Business of Workforce Development. Occasional Paper.**

New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.

Pub Date—1999-03-00

Note—11p.

Available from—New Jersey Council of County Colleges, 330 West State Street, Trenton, NJ 08618. Tel: 609-392-3434; Web site: <http://www.njccc.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Business Skills, Career Development, \*Career Education, \*Community Colleges, Economic Development, \*Education Work Relationship, Job Skills, \*Job Training, \*Labor Force Development, \*School Business Relationship, Two Year Colleges

Identifiers—\*New Jersey

This paper highlights New Jersey's community colleges and their efforts to respond to market and consumer needs. Since one-third of the average New Jersey community college operating budget is paid by credit and non-credit students and clients, the colleges must approach their business like private sector enterprises, performing market research and meeting customer needs with quality programs and services. Each college does research in its service area through surveys of business and industry as well as through focus groups of employers, students, and former students. Academic officers, deans of continuing education, and institutional researchers carefully follow labor market projections. This document discusses: (1) industry clusters, concentrations of particular businesses in

certain counties that assure that the local community college will provide occupational programs to support those industries; (2) downsizing and retooling, including initiatives to meet the needs of displaced workers; (3) licensure and certification, stating that within the last decade the number of occupations requiring licensure in New Jersey has risen dramatically; (4) retaining and attracting jobs; (5) building strategic alliances; and (6) supporting the middle class. Provided is a table of examples of jobs retained or added through community college training, and a table of mean annual earnings by levels of education. (EMH)

ED 454 936 JC 010 530

Nussbaum, Thomas J.

**Written Testimony of Thomas J. Nussbaum, Chancellor of the California Community Colleges, [presented to the] Assembly Budget Subcommittee on Education Finance.** California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—2001-02-28

Note—8p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Education, \*Budgeting, \*Community Colleges, Cost Estimates, \*Educational Finance, Equal Education, Facilities, Financial Support, Nontenured Faculty, \*Part Time Faculty, \*Resource Allocation, Tuition Grants, Two Year Colleges

Identifiers—\*California Community Colleges

This written testimony, presented to the California State Assembly on February 28, 2001, by Thomas J. Nussbaum, Chancellor of the California Community Colleges (CCC), presents statistics for the financial state of the California Community College System, in comparison to both other states and to the California K-12, California State University (CSU), and University of California (UC) systems. The CCC spends, under an improved 2000-2001 budget, \$4,675 per full-time equivalent student (FTES). The national average for 1998-1999 (and since increased) was \$6,300 per student. California's K-12 funding is \$7,080. The CSU funding is \$10,822 per FTES, and the UC funding is \$25,554 per FTES. Nussbaum estimates that these budgets are 70% of the national average. Due to this low level of funding, the CCC's are forced to make decisions that affect the quality of education in ways that include the following: (1) class sizes are significantly larger than the national average; (2) part-time instructors are often used when full-time instructors are needed; (3) instructional equipment is often outdated; (4) creation or expansion of high cost programs (often including occupational programs) is impeded; (5) staff and leadership development is decreased; (6) deferred maintenance and modernizing of facilities is foregone; and (7) student-to-counselor ratios are very high. (NB)

ED 454 937 JC 010 531

Nussbaum, Thomas J.

**Written Testimony of Thomas J. Nussbaum, Chancellor of the California Community Colleges, [presented to the] Senate Budget and Fiscal Review Subcommittee No. 1: Overview of the California Community Colleges.**

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—2001-02-28

Note—8p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adjunct Faculty, \*Budgeting, \*Community Colleges, Cost Estimates, \*Educational Finance, \*Expenditures, Multicultural Education, Part Time Faculty, \*Resource Allocation, \*Technological Advancement, Technology Education, Two Year Colleges

Identifiers—\*California Community Colleges

This testimony presents an overview of the budgetary needs of the California Community College system for the fiscal year 2001-2002. Thomas J. Nussbaum, Chancellor of the California Commu-

nity Colleges, makes a case for a requested budget increase of between \$750 million and \$800 million per year. The request is based in large part on the funding gap between California's community colleges and the rest of the nation, which currently stands at 65 cents on the dollar. Nussbaum proposes a budget that would decrease the gap from 65 cents to 85 cents on the dollar by 2005. Because of the budget gap, California's community colleges: (1) have significantly larger class sizes than the national average; (2) often use part-time instructors when full-time instructors should be utilized; (3) often have outdated instructional equipment; (4) often avoid expanding or creating high-cost programs; (5) forego the need to attend to staff and leadership development; (6) forego modernizing facilities and keeping up with maintenance; and (7) have very high student-counselor ratios. This paper proposes financial augmentation to: (1) accommodate the increased enrollment expected in the next decade; (2) better compensate part-time faculty; (3) improve student outcomes; (4) ensure equitable revenues to support students statewide; (5) expand the use of technology; (6) improve noncredit courses; and (7) expand and make improvements in other areas. (NB)

ED 454 938 JC 010 532

Goss, Donald, Ed. Goss, Susan, Ed.

**Community College Exemplary Initiatives, Volume XI, 1999-2000.**

American Association of Community Colleges, Washington, DC. National Council of Instructional Administrators.

Pub Date—2000-00-00

Note—388p.; For Volume X, see ED 435 427.

Available from—NCIA, P.O. Box 210040, Nashville, TN 37221-0040 (\$15). Tel: 800-879-2270 (Toll Free); Web site: <http://www.nciaonline.org>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC16 Plus Postage.

Descriptors—\*Community Colleges, \*Cross Cultural Studies, \*Developmental Programs, \*Education Work Relationship, Global Approach, Global Education, High Risk Students, Labor Force Development, \*Pilot Projects, School Business Relationship, \*Service Learning, Success, Two Year Colleges, Vocational Education. This is the eleventh annual volume of a series presenting outstanding campus initiatives. This volume includes the following sections: (1) Exemplary Initiatives in Workforce Development Award Winners, Honorable Mentions, and Other Entries; (2) Exemplary Initiatives in Enhancing Student Learning Award Winners, Honorable Mentions, and Other Entries; (3) Exemplary Initiatives in Development Education Award Winners, Honorable Mentions, and Other Entries; and (4) Exemplary Initiatives in External Partnerships and Collaboration Award Winners, Honorable Mentions, and Other Entries. Award winners include: (1) Colorado Works! Colorado Community College & Occupation Education System; (2) Kingwood College Student Research Respiratory Care for the Aging, Kingwood College; (3) Instructional Design Development Program, Cuyahoga Community College; (4) Enhancing Student Learning with Web-Based Workplace Education, Lexington Community College; (5) Service Learning, Miami-Dade Community College; (6) Success Portfolio, John A. Logan College; and (7) Collaborative Pilot Program to Provide Dental Sealants, Dental Services, and Education Programs to Needy Public School Second Graders, Fayetteville Technical Community College. Contains an index of participating colleges. (NB)

ED 454 939 JC 990 101

Rouche, John E. Rouche, Suanne D.

**High Stakes, High Performance: Making Remedial Education Work.**

American Association of Community Colleges, Washington, DC.

Report No.—ISBN-0-87117-321-2

Pub Date—1999-00-00

Note—72p.

Available from—American Association of Community Colleges, P.O. Box 311, Annapolis

Junction, MD 20701 (\$19 for AACE members; \$24 for non-members). Tel: 800-250-6557 (Toll Free).

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, College Role, \*Community Colleges, Course Content, Developmental Studies Programs, \*High Risk Students, Illiteracy, Partnerships in Education, Program Improvement, \*Remedial Instruction, \*Student Needs, Two Year Colleges

Identifiers—American Association of Community Colleges

The American Association of Community Colleges commissioned this study of remedial education in community colleges as a framework for describing context, generating discussion, and encouraging improvement. The study reviews current research about open-door policies, underprepared students, faculty, and remedial programs. It also argues that changing demographics, burgeoning technologies, and a faltering public education system have led to increased illiteracy, unemployment, welfare dependency, racial tensions, crime, and other social ills. The report describes the major issues surrounding remediation in community colleges and provides the following recommendations to colleges for improving current practices: (1) examine the characteristics of other institutions' successful remedial programs in the interest of adopting them; (2) employ a more collaborative effort to learn from other colleges; (3) ask the questions about your own college's performance that are being asked about others, and take appropriate action; (4) provide a holistic approach to programs for at-risk students, addressing their broad range of needs; (5) abolish voluntary placement in remedial courses; (6) create a more seamless web of collaboration with other educational institutions; and (7) strengthen this web by partnering with private businesses. Contains 61 references. (AS)

## PS

ED 454 940 PS 028 648

Doherty, Gillian Friendly, Martha Oloman, Mah. **Women's Support, Women's Work: Child Care in an Era of Deficit Reduction, Devolution, Downsizing and Deregulation = Le soutien aux femmes, le travail des femmes et la garde d'enfants à l'ère de la réduction du déficit, du transfert des responsabilités, de la réduction de la taille de l'État et de la déréglementation.**

Status of Women Canada, Ottawa (Ontario).

Report No.—ISBN-0-662-63470-5

Pub Date—1998-03-00

Note—232p.; Funded by the Status of Women Canada's Policy Research Fund.

Available from—Status of Women Canada, 360 Albert Street, Suite 700, Ottawa, Ontario K1A 1C3, Canada (Catalog No. SW21-28/1998). Tel: 613-995-7835; Fax: 613-957-3359; e-mail: [research@swc-cfc.gc.ca](mailto:research@swc-cfc.gc.ca). For full text: <http://www.swc-cfc.gc.ca/>

Language—English, French

Pub Type—Reports - Evaluative (142) — Multilingual/Bilingual Materials (171)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—Day Care, \*Early Childhood Education, Federal Government, Females, \*Financial Support, Foreign Countries, Government Role, Multilingual Materials, \*Public Policy

Identifiers—Canada, Child Care Costs, Day Care Quality, Downsizing, Equal Access, Subsidized Child Care Services

Among the multiplicity of objectives that high quality child care can meet is the pivotal goal of promoting equality for women. Child care has consequences for women both as mothers and as providers of care for other people's children. Thus, women have a powerful stake in child care policy. Canada has no national child care policy, and its child care situation has never begun to approach adequacy. In the 1990s, however, federal funding

reductions and withdrawal from the social policy field, coupled with provincial downsizing have induced a new child care crisis. The predicament in which the block-funded Canada Health and Social Transfer (CHST), implemented in 1966, places child care reflects the poor standing of child care in Canadian social policy. Child care has no "home" and its dwindling, mostly market-oriented funding arrangements ensure that even existing services are plagued with ever increasing fragility. Yet Canada as a nation has a growing number of sectors that identify high quality, reliable child care/early childhood development services as essential for their own agendas: National reports, such as that of the National Forum on Health, cite the importance of child care; national commitments, such as the Child Tax Benefit, plus a variety of international obligations and covenants, including the Convention on the Elimination of All Forms of Discrimination Against Women and the Nairobi Forward-looking Strategies for the Advancement of Women, all need child care in order to be effective. This report [in English- and French-language versions] identifies what has been happening in child care over the last decade, describes policy options for the commencement of Canada's long-recommended national child care policy, and suggests that a successful resolution to the child care dilemma would serve as a good test for assessing the effectiveness of the new social union. A glossary of relevant terms is included in the report. Five appendices include information on funding withdrawal and changes in recurring child care grants. (Contains 85 references.) (Author/KB)

**ED 454 941** PS 028 710

Hess, Doug. *Tingling-Clemmons, Michele*

**Hunger Doesn't Take a Vacation: Summer Nutrition Status Report.**

Food Research and Action Center, Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ewing Marion Kauffman Foundation, Kansas City, MO.; General Mills, Inc., Minneapolis, MN.; A.L. Mailman Family Foundation, Inc.

Pub Date—2000-07-00

Note—14p.; For the Third Edition, see ED 386 324.

Available from—FRAC Publications, 1875 Connecticut Avenue, N.W., Suite 540, Washington, DC 20009. Tel: 202-986-2200; Web site: <http://www.frac.org>. (\$5. District of Columbia residents must add 6% sales tax)

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Community Programs, \*Federal Programs, Low Income Groups, \*Lunch Programs, National Surveys, Nutrition, Participation, Program Descriptions, State Programs, \*Summer Programs, Tables (Data)

Identifiers—\*Participation Rates, Summer Food Service Program

The federal government's key summer nutrition programs for low-income children are the Summer Food Service Program (SFSP) and the National School Lunch Program (NSLP). Administered by the United States Department of Agriculture (USDA), the SFSP is an entitlement program funding public and private non-profit organizations to serve nutritious meals to children when school is out. The NSLP, also administered by the USDA, is an entitlement program providing reimbursements to schools for meals all year. This status report, the Food Research and Action Center's eighth annual review of summer food efforts, looks at participation trends in both the SFSP and the NSLP. Data are provided on combined program participation by state in 1999, change in SFSP participation by state from 1998 to 1999, change from 1998 to 1999 in June SFSP participation in those states where participation peaks in June, and change in SFSP sponsors and sites from 1998 to 1999 by state. Also indicated are the projected differences in participation rates and federal reimbursements if states were to reach a ratio of 45 children in summer programs per 100 served during the school year. The report concludes by noting that only 22 percent of eligible

children were served by both programs in 1999. (EV)

**ED 454 942** PS 029 327

Gadsden, Vivian, Ed. Fagan, Jay, Ed. Ray, Aisha, Ed. Davis, James Earl, Ed.

**The Fathering Indicators Framework: A Tool for Quantitative and Qualitative Analysis.** Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2001-03-00

Note—71p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, Antisocial Behavior, Attachment Behavior, \*Children, Early Parenthood, Family Financial Resources, Family Violence, \*Fathers, Interpersonal Competence, Life Style, Measurement Techniques, Measures (Individuals), Mental Health, \*Parent Child Relationship, Parenting Styles, Substance Abuse, Well Being

Identifiers—Coparenting, Incarcerated Parents, \*Indicators

The Fathering Indicators Framework (FIF) is an evaluation tool designed to help researchers, practitioners, and policymakers conceptualize, examine, and measure change in fathering behaviors in relation to child and family well-being. This report provides a detailed overview of the research and theory informing the development of the FIF. The FIF is divided into six indicator categories: (1) father presence; (2) caregiving; (3) child social competence and academic achievement; (4) cooperative parenting; (5) healthy living; and (6) material and financial contributions. Following an introduction, the report is presented in seven sections. Six sections present a detailed discussion of each indicator category, summarizing what is known about father involvement and fathering behaviors in relation to the category. The seventh section considers how the indicator framework might be used to inform research, practice, and policy, and provides information on applying the framework. Appended are data sources and data collection instruments. (Contains 175 references.) (KB)

**ED 454 943** PS 029 328

Gadsden, Vivian L. Rethemeyer, R. Karl

**Bay Area Fatherhood Initiatives: Portraits and Possibilities.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.; SRI International, Menlo Park, CA.; California Univ., Berkeley. Survey Research Center.

Spons Agency—William and Flora Hewlett Foundation, Palo Alto, CA.

Pub Date—2001-03-00

Note—138p.; A report from the Bay Area Fathering Indicators Data System (BAYFIDS) Project.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Administrator Attitudes, Administrators, Community Programs, Cooperative Programs, Coordination, Counties, \*Fathers, \*Government Role, Local Government, Parent Attitudes, \*Parent Child Relationship, \*Participant Characteristics, Profiles, \*Program Attitudes, Program Descriptions, Program Implementation, \*Public Policy

Identifiers—California (San Francisco Bay Area)

In the past decade, the nature of fathers' involvement with their children and families has become an important topic, with government agencies and nonprofit groups developing programs to help men manage the challenges of fatherhood. This report presents the first set of findings from the Bay Area Fathering Indicators Data System (BAYFIDS) Project, designed to track and analyze the operation and impact of fathering programs and describe the nature of local and county policy efforts around fatherhood in the San Francisco Bay Area. The report provides a baseline on participant needs, program and agency guidelines and effort, and the attitudes and values that stakeholders (program directors and staff, program participants, and

county/municipal policymakers) bring to the issue of responsible fathering and family support. Following an introduction describing the emerging field of fatherhood and families, the report is presented in six chapters. Chapter 1 describes the municipal and regional context for the study, noting that a key concept in the focus on father involvement is responsible fathering. Chapter 2 describes the methodology of the study: site visits and focus groups with program staff and selected participants; and semi-structured telephone interviews with county-level staff and social and family services, public educational institutions, and the court system. Chapter 3 presents findings on the characteristics and needs of program participants. Chapter 4 provides a profile of fatherhood initiatives in the Bay Area, discussing their primary objectives, the services they provide, and the resources they possess. Chapter 5 discusses the findings on the role of county and government agencies in emerging fatherhood initiatives across the nine counties in the study. Chapter 6 contains a general conclusion that includes recommendations for programs, county agencies, and funding agencies. Three appendices include the survey instruments and national resources on fathers and families. (Contains 22 references.) (KB)

**ED 454 944** PS 029 521

Young, Mary Eming

**Developpement de la petite enfance: Investir dans l'avenir. Le Developpement en Marche (Early Child Development: Investing in the Future. Directions in Development).**

World Bank, Washington, DC.

Report No.—ISBN-0-8213-3547-2

Pub Date—1999-00-00

Note—107p.; For English edition, see ED 399 027. For Chinese edition, see PS 029 832.

Available from—World Bank Publications, P.O. Box 960 Herndon, VA 20172-0960. Tel: 800-645-7247 (Toll Free); Web site: <http://www.worldbank.org>.

Language—French

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Activism, \*Child Development, Child Health, \*Child Welfare, Early Childhood Education, Early Intervention, Family (Sociological Unit), \*Family Programs, Financial Support, Foreign Countries, Kindergarten, \*Nongovernmental Organizations, Parent Education, Parents, Political Issues, Program Descriptions, Program Development, \*Social Action, \*Social Agencies, Social Services, Teacher Education, Young Children

Identifiers—Bolivia, Guyana, India, Israel, Nigeria, Philippines, Project Head Start, Turkey, Women Infants Children Supplemental Food Program, \*World Bank

Early childhood programs have been shown to enhance school readiness, increase the efficacy of investments in primary schools and human capital formation, foster beneficial social behavior and, thereby, lessen social welfare costs, and promote community development. The World Bank has directed investment toward young children, including supporting immunizations, basic health care, prenatal care, and nutrition services. This report, in French, provides an overview of programs around the world targeting children from birth to age eight. Covering both theory and practice, the sections are: (1) "The Case for Early Intervention," including the scientific basis, socioeconomic returns, and policy implications; (2) "Approaches to the Development of Young Children," covering program design options and working with nongovernmental organizations and other agencies; (3) "Paying for Child Development Programs"; (4) "Educating Parents"; (5) "Training Caregivers"; (6) "Delivering Services to Children"; (7) "Reforming Formal Education Systems to Include Preschoolers"; and (8) "Educating through the Mass Media." Contains 104 references. (KB)

**ED 454 945** PS 029 540

**KIDS COUNT Data Book, 2001: State Profiles of Child Well-Being.**



Annie E. Casey Foundation, Baltimore, MD.  
Report No.—ISSN-1060-9814

Pub Date—2001-00-00

Note—377p.; For KIDS COUNT Data Book 2000, see ED 442 569.

Available from—Annie E. Casey Foundation, Attn: KIDS COUNT Data Book, 701 St. Paul Street, Baltimore, MD 21202. Tel: 410-223-2890; Web site: <http://www.kidscount.org>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC16 Plus Postage.

Descriptors—At Risk Persons, Birth Weight, Child Health, Child Welfare, \*Children, Day Care, \*Demography, Dropout Rate, Early Parenthood, Elementary Secondary Education, Employed Parents, Incidence, Mortality Rate, One Parent Family, Poverty, Preschool Education, \*Social Indicators, \*State Surveys, Statistical Surveys, Tables (Data), Trend Analysis, \*Well Being, Youth Problems

Identifiers—\*Indicators, \*United States

This Kids Count report examines national and statewide trends in the well-being of the nation's children. The statistical portrait is based on 10 indicators of well being: (1) percent of low birth weight babies; (2) infant mortality rate; (3) child death rate; (4) rate of teen deaths by accident, homicide and suicide; (5) teen birth rate; (6) percent of teens who are high school dropouts; (7) percent of teens not attending school and not working; (8) percent of children living with parents who do not have full-time, year-round employment; (9) percent of children living in poverty; and (10) percent of families with children headed by a single parent. Among the findings, the report shows that between 1990 and 1998, all but one state saw an increase in the percent of low birth weight babies. The percent of families with children headed by a single parent increased in most states, while the percent of children living in poverty remained unchanged. The remaining seven indicators showed improvement. The bulk of the report is comprised of national and state profiles. These profiles include information on demographics; education and economics; child health; juvenile justice; children in working poor families; and trend data. State profiles include national rankings for each indicator. Three appendices provide standard scores and national rankings, multi-year trend data for Kids Count indicators, and multi-year national composite ranks. Definitions, data sources, criteria for selecting Kids Count indicators, and contacts for specific state projects are included. (SD)

ED 454 946

PS 029 549

Dickson, Robert C.

Setting Educational Priorities: High Achievers Speak Out. White Paper.

Lumina Foundation for Education, Indianapolis, IN.

Pub Date—2001-04-22

Note—22p.; Paper presented at the Ameritech Forum (Indianapolis, IN, April 22, 2001).

Available from—For full text: <http://www.luminafoundation.org/Publications/pdfs/ameritech2001.PDF>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Aspiration, Career Choice, \*Educational Policy, \*High Achievement, \*High School Students, High Schools, Parent Background, Performance Factors, \*Student Attitudes, Surveys, Teacher Shortage, Teaching (Occupation)

Identifiers—Indiana

Noting that high achieving Indiana high school students can provide important insights into the educational system in the state, this study examined the opinions of recipients of Ameritech recognition, National Merit finalists, African-American students who were National Achievement finalists, and national Hispanic Scholar finalists, all from within a 75-mile radius of Indianapolis. A survey regarding educational priorities in Indiana was sent to 224 central Indiana honorees. A total of 75 surveys were returned for a response rate of 33 percent. Key findings indicated that high achievers credited good teachers as the most important factor in the

success they have enjoyed. They also identified poor teachers as the key detractor in quality education. Further, they listed "attracting and retaining future teachers" as the first option they would recommend for policymakers concerned with educational quality. Only half the students had ever considered becoming a teacher, and only 3 of the 75 identified teaching as a specific career goal. Reasons identified for teacher shortages included the need for better pay and more benefits, more freedom from the stress of regulations and standards, and more respect and prestige. Other significant factors in the students' success were the high educational levels of their parents and their exposure to academic programs for gifted students. Of the 39 students who had made a decision about which college they would attend, 46 percent selected colleges or universities outside Indiana. (Appended is a list of the Ameritech committee members.) (KB)

ED 454 947

PS 029 555

Schumacher, Rachel Greenberg, Mark Lombardi, Joan

State Initiatives To Promote Early Learning: Next Steps in Coordinating Subsidized Child Care, Head Start, and State Prekindergarten. Full Report.

Center for Law and Social Policy, Washington, DC.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Open Society Inst., New York, NY.; Foundation for Child Development, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Public Welfare Foundation, Washington, DC.; David and Lucile Packard Foundation, Los Altos, CA.; Ford Foundation, New York, NY.

Pub Date—2001-04-00

Note—133p.; Work also supported by the Moriah Fund.

Available from—Center for Law and Social Policy, 1616 P Street, NW, Suite 150, Washington, DC 20036. Tel: 202-328-5140; Fax: 202-328-5195; e-mail: [info@clasp.org](mailto:info@clasp.org); Web site: <http://www.clasp.org>.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Cooperation, \*Day Care, \*Educational Policy, Federal Government, Government Role, \*Partnerships in Education, \*Preschool Education, Program Descriptions, \*Public Policy, School Readiness, State Government, State Programs

Identifiers—Georgia, Massachusetts, Ohio, Project Head Start, Subsidized Child Care Services

While current early education and care funding still reaches only a fraction of preschool children, some states now have considerable experience in coordinating subsidized child care, Head Start, and state prekindergarten initiatives to enhance early education and learning opportunities for young children. Drawing on the experiences of Georgia, Massachusetts, and Ohio, this paper describes the challenges states face in addressing the goals of enhancing school readiness and providing work supports for families, the states' responses to those challenges, and recommendations for the future. The paper identifies five overarching challenges for states: (1) developing comprehensive vision; (2) expanding fiscal resources; (3) addressing regulatory differences among programs and funding streams; (4) implementing early education initiatives across different structures and constituencies; and (5) tracking progress and measuring results. State responses for each challenge are also discussed. The paper asserts that although the approaches to collaboration are encouraging, there is more that every state could be doing and there is an important federal role that is not currently being fulfilled. Recommendations are then presented for states and localities, including the establishment of an Early Care and Education Council and the development of a multi-year strategic plan. The recommended federal role includes providing incentive funds to states to promote universal access to early care and education services, and establishing an

Early Childhood Coordinating Initiative involving the U.S. Departments of Health and Human Services and Education. The paper's three appendices describe Georgia's universal prekindergarten access initiative, Massachusetts' community partnership model, and Ohio's Head Start-targeted expansion initiatives. (Contains 56 endnotes.) (KB)

ED 454 948

PS 029 560

Mitchell, Anne

Prekindergarten Programs in the States: Trends and Issues.

Pub Date—2001-07-00

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Access to Education, Educational History, Educational Quality, \*Educational Trends, \*Preschool Education, Program Descriptions, School Readiness, State Aid, \*State Programs

Identifiers—Availability (Programs and Services), Universal Preschool

This paper focuses on pre-kindergarten programs, defined by four characteristics: the programs are supported by state funds, focused on early learning for school success or school readiness, aimed at children of pre-kindergarten age (under 5 years, usually 3 to 4 years), and designed to deliver group learning experiences at least several days a week. The paper describes general approaches to pre-K used by states; provides a brief history of state-funded programs over the last century; describes current practices; and discusses trends in the field related to growth, funding, public schools, universal provision, working families, and quality. The paper concludes with recommendations for pre-kindergarten policy: (1) commit to universal access; (2) use all available resources in the early education delivery systems; (3) commit to quality and require it with program standards; (4) engage the community in planning; and (5) allocate sufficient funds. (EV)

ED 454 949

PS 029 562

Abbott, Lesley Ackers, Janet Gillen, Julia Moylett, Helen

Shaping the Future: Working with the Under-

Threes. Professional Development Pack.

Report No.—ISBN-0-335-20664-6

Pub Date—2000-09-00

Note—628p.; Videotapes, audiotape, and workbook copyrighted by Manchester Metropolitan University. Videotapes may not be compatible with U.S. video players. Workbook cofunded by the Esme Fairbairn Charitable Trust.

Available from—Open University Press, Celtic Court, 22 Ballmoor, Buckingham, England MK18 1XW, United Kingdom (150 British pounds). Tel: 44-0-1280-82388; Fax: 44-0-1280-823233; e-mail: [enquiries@openup.co.uk](mailto:enquiries@openup.co.uk); Web site: <http://www.openup.co.uk>

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055) — Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—Audiotape Recordings, Caregiver Child Relationship, Caregiver Training, Child Caregivers, \*Day Care, \*Faculty Development, Foreign Countries, Infant Care, \*Infants, Parent Caregiver Relationship, Play, \*Preschool Curriculum, Preschool Education, Preschool Teachers, Teacher Education, \*Toddlers, Videotape Recordings, Workbooks

Identifiers—\*Educare, Great Britain, Play Learning

The training and support needs of early years workers is a key issue in Great Britain, especially as it relates to recognizing and responding to the needs of children under age three. This professional development pack, developed by the Educare for the Under Threes Project at Manchester Metropolitan University, is comprised of a workbook with two accompanying books, two videotapes, and one audiotape. The workbook is presented in two sections, each part corresponding to one of the videotapes. Section 1, "Creating an Environment," focuses on identifying the needs of children and their families, designing educare programs for

young children and their community, training and professional development, and working in partnership with parents and caregivers. Section 2, "Defining a Curriculum," explores a wide variety of curricular approaches, the role of purposeful play, and ways to support language development. Each part in the workbook includes background information, links to relevant chapters in the accompanying books and tapes, discussion points, activities, and suggestions for further reading. Concluding the workbook are descriptions of each band on the audiotape and a quick guide to the video and audiotapes. The 78-minute audiotape features parents, practitioners, and others involved in the design and implementation of educare programs for infants and toddlers. The first videotape, approximately 36 minutes, introduces educators from eight programs serving infants and toddlers and focuses on the design of a public sector initiative and a private sector initiative, as well as preservice and inservice training, and working in partnership with parents and caregivers. The second videotape, approximately 90 minutes, presents footage illustrating the variety of curricular approaches used in the eight featured programs, focusing on using purposeful play and supporting language development. The first accompanying book, "Working with the Under-3s: Responding to Children's Needs," contains chapters on the following topics: parents and child-minders working together, nurturing children's sense of self, emergent literacy, supporting language development, fostering creative and aesthetic development, heuristic play, special needs children, and equality. The topics examined in the second accompanying book, "Working with Under-Threes: Training and Professional Development," include the need for continuing professional development, training to work with under-threes, the role and status of the male educator, identifying and supporting infants/toddlers with special educational needs, developing positive relationships with parents and children, parent-toddler groups, protecting young children from abuse, and implications of registration and inspection procedures for infant and toddler care. (Workbook contains 83 references; each chapter in accompanying books contains references.) (KB)

**ED 454 950** PS 029 565

Weitzel, Susan L. Shockley, Cindi C.

**Florida's Children at a Glance: The 2000 Statewide and County Update.**

University of South Florida, Tampa. Louis de la Parte Florida Mental Health Inst.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2000-00-00

Note—229p.; For 1999 report, see ED 440 726. The other Florida KIDS COUNT partner is Center for Florida's Children, Tallahassee.

Available from—Florida KIDS COUNT, Center for the Study of Children's Futures, Louis de la Parte Florida Mental Health Institute, University of South Florida, 13301 Bruce B. Downs Blvd., Tampa, FL 33612. Tel: 813-974-7411; Fax: 813-974-8534; Web site: <http://www.floridakidscount.org>.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price—MF01/PC10 Plus Postage.**

Descriptors—Academic Achievement, \*Adolescents, Birth Weight, Births to Single Women, Child Abuse, Child Health, Child Neglect, Child Welfare, \*Children, \*Counties, Delinquency, Demography, Divorce, Dropout Rate, Early Parenthood, Elementary Secondary Education, Enrollment, High School Graduates, Incidence, Infant Mortality, Juvenile Justice, Lunch Programs, Mortality Rate, Poverty, Prenatal Care, Preschool Education, Racial Differences, \*Social Indicators, State Surveys, Statistical Surveys, Tables (Data), Trend Analysis, Violence, \*Well Being, Youth Problems

Identifiers—Arrests, \*Florida, \*Indicators

This Kids Count report examines state and county-wide trends in the well-being of Florida's children. Demographic information is presented along with a statistical portrait for the state and for each county based on the following indicators: (1) births, including births to unwed mothers, teen births,

early prenatal care, low birth weight, and infant mortality and deaths; (2) well-being, including child deaths, teen violent deaths, dissolutions of marriage with children affected, and child abuse and neglect; (3) youth and the law, including delinquency and transfers to adult court; and (4) education, including graduation rate, nonpromotions, dropouts, disciplinary actions, academic performance on standardized tests, and students eligible to participate in free/reduced lunches. The bulk of the report presents state and countywide data on demographics and the indicators for 1998-99. The report's 13 appendices list state- and countywide data, with some indicators listed by race or age categories. The report concludes with information on terminology and data sources. (SD)

**ED 454 951** PS 029 571

**Rhode Island Kids Count Factbook, 2001.**

Rhode Island KIDS COUNT, Providence.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Rhode Island Foundation, Providence.; United Way of Southeastern New England, Providence, RI.; Robert Wood Johnson Foundation, Princeton, NJ.; Northeast and Islands Regional Educational Lab. at Brown Univ., Providence, RI.; David and Lucile Packard Foundation, Los Altos, CA.

Pub Date—2001-00-00

Note—242p.; For 2000 Factbook, see ED 441 572. Also supported by Prince Charitable Trusts and CVS Pharmacy.

Available from—Rhode Island KIDS COUNT, One Union Station, Providence, RI 02903 (\$15). Tel: 401-351-9400; Fax: 401-351-1758; e-mail: [rikids@rikidscount.org](mailto:rikids@rikidscount.org); Web site: <http://www.rikidscount.org>.

Pub Type—Numerical/Quantitative Data (110) — Reports — Descriptive (141)

**EDRS Price—MF01/PC10 Plus Postage.**

Descriptors—\*Adolescents, Birth Weight, Child Abuse, \*Child Health, Child Neglect, Child Support, Child Welfare, \*Children, Day Care, Demography, Early Parenthood, Elementary Secondary Education, Family Income, Health Insurance, High School Graduates, Incidence, Lead Poisoning, Low Income Groups, Mortality Rate, Out of School Youth, Poverty, Prenatal Care, Preschool Education, Reading Achievement, \*Social Indicators, Special Education, State Surveys, Statistical Surveys, Substance Abuse, Tables (Data), Trend Analysis, \*Well Being, Youth Problems

Identifiers—\*Indicators, Project Head Start,

\*Rhode Island, Subsidized Child Care Services

This Kids Count databook is the seventh annual profile examining statewide trends in the well-being of Rhode Island's children. The statistical portrait is based on 43 indicators in 5 areas: (1) family and community (including child population and children in single-parent families); (2) economic well-being (including median household income, secure parental employment, child poverty, child support, children in the Family Independence Program, children in families receiving food stamps, and children receiving school breakfast); (3) health (including children's health insurance, dental care access, mental health, WIC, prenatal care, birthweight, infant mortality, lead poisoning, asthma, births to teens, and alcohol, drug, and cigarette use by teens); (4) safety (including child and teen deaths, homeless children and youth, juveniles referred to family court, child abuse and neglect, and out-of-home placement); and (5) education (including infant/preschool child care, Head Start enrollment, school-age child care, child care subsidies, special education enrollment, fourth-grade reading skills, school attendance, and high school graduation). The report defines each indicator, describes its significance and trends, provides information on intervention programs, and presents relevant data for the state, 39 cities and towns, and an aggregate of the 5 cities with the highest child poverty rates. The report concludes with a description of the methodology, a list of Kids Count committee members, and acknowledgments. (KB)

**ED 454 952** PS 029 572

Love, John M. Kisker, Ellen Eliason Ross, Christine

M. Schochet, Peter Z. Brooks-Gunn, Jeanne Boller, Kimberly Paulsell, Diane Fuligni, Allison Sidle Berlin, Lisa J.

**Building Their Futures: How Early Head Start Programs Are Enhancing the Lives of Infants and Toddlers in Low-Income Families. Volume 1: Technical Report.**

Mathematica Policy Research, Princeton, NJ.; Columbia Univ., New York, NY. Center for Children and Families.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.; Administration for Children, Youth, and Families (DHHS), Washington, DC. Office of Research and Evaluation.

Pub Date—2001-06-00

Contract—105-95-1936

Note—331p.; For Summary Report, see ED 448 894.

Available from—For full text: <http://www.mathematica-mpr.com>.

Pub Type—Reports — Evaluative (142)

**EDRS Price—MF01/PC14 Plus Postage.**

Descriptors—\*Early Intervention, Family Programs, Infants, Low Income Groups, \*Outcomes of Education, \*Parent Education, Poverty, Preschool Education, Program Effectiveness, Program Evaluation, Toddlers

Identifiers—\*Early Head Start, Family Support, Risk Factors

Early Head Start began with 68 programs in 1995 and today, almost 650 programs serve some 55,000 low-income families with infants and toddlers. This two-generation program provides high-quality child and family development services, a focus on staff development, and a commitment to community partnerships. A rigorous national evaluation, including about 3,000 children and families in 17 sites, began in 1995. This technical report presents analyses of the impact that the research programs have had on children's development, parenting, and family development through 2 years of age, including details on the study's methodology and analytic approaches. Findings indicated that after a year or more of program services, when compared with a randomly assigned control group, 2-year-old Early Head Start children performed significantly better on a range of measures of cognitive, language, and social-emotional development. Their parents scored significantly higher than control group parents on many measures of home environment, parenting behavior, and knowledge of infant-toddler development. Early Head Start families were more likely to attend school or job training and experience reductions in parenting stress and family conflict. Although these impacts were generally of modest size, the pattern of positive findings across a range of key domains important for children's well-being and future development is promising, because the pattern is consistent across domains of child and family functioning known to be associated with later positive child outcomes, including social abilities, literacy, and school readiness. The report also considers variations in program impacts by race/ethnicity, age at enrollment, age of mother at child's birth, birth order, gender, welfare status, parents' primary occupation, parental education attainment, living arrangements, and risk factors. (Contains 73 references.) (KB)

**ED 454 953** PS 029 573

Zaslow, Martha Calkins, Julia Halle, Tamara Zaff, Jonathan Margie, Nancy Geyelin

**Background for Community-Level Work on**

**School Readiness: A Review of Definitions, Assessments, and Investment Strategies. Final Report to the Knight Foundation.**

Child Trends, Inc., Washington, DC.

Pub Date—2000-12-00

Note—131p.

Pub Type—Reports — Descriptive (141)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—At Risk Persons, Child Behavior, Child Development, Child Health, \*Community Role, Day Care, \*Definitions, Early Childhood Education, Early Experience, Family Influence, \*Learning Readiness, Literature Reviews, Models, School Community Programs,

\*School Readiness, \*Student Evaluation, \*Young Children  
Identifiers—Ecological Perspective, \*Goals 2000, Risk Factors

Noting that many communities in the United States have set the ambitious goal of enhancing school readiness, this report is intended to help communities invest wisely in school readiness initiatives. Part 1 of the report summarizes recommendations from the National Education Goals Panel (NEGP) for defining and assessing school readiness. The core conclusions are that: (1) school readiness is multifaceted; (2) family and community supports for readiness are essential to address in an assessment of readiness; and (3) school readiness is a reciprocal phenomenon. Key principles for appropriate assessment of young children are also summarized. Part 2 presents a framework for community investments based on an ecological view of child development. This framework is broader than that of the NEGP and considers factors related to the child's physical and mental health, the family context, children's experience of early childhood care and education settings, and the neighborhood context. A selective review of research is presented, emphasizing rigorously implemented experimental evaluations of intervention, longitudinal studies, and studies using multivariate analyses. Part 3 of the report delineates implications for community action and summarizes the most effective investments for school readiness, based on the review of research. Presented in tabular form, the summary identifies the level at which intervention might occur, starting at the level of the child and working outward to community-level factors and beyond. Interventions with significant impacts on school readiness are summarized, with information on interventions shown to be ineffective, as well as interventions with mixed results. Interventions that are theoretically important but without empirical evidence of their effectiveness are also summarized. The areas of intervention are: (1) child health (immunizations, nutrition, unintentional injury, lead exposure, dental health, emotional and behavioral problems); (2) family factors (economic risk, family structure, home environment); (3) early childhood care and education; (4) school transitional practices; (5) emergent literacy; (6) community/neighborhood factors; and (7) media effects. (Contains 256 references.) (KB)

ED 454 954 PS 029 574

Brown, Brett V. Michelsen, Erik A. Halle, Tamara G. Moore, Kristin A.

#### Fathers' Activities with Their Kids. Child Trends Research Brief.

Child Trends, Inc., Washington, DC.

Spons Agency—Ford Foundation, New York, NY; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Federal Interagency Forum on Child and Family Statistics, Washington, DC.

Pub Date—2001-06-00

Note—8p.

Available from—Child Trends, 4301 Connecticut Avenue, NW, Suite 100, Washington, DC 20008. Tel: 202-362-5580; Fax: 202-362-5533; Web site: <http://www.childtrends.org>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activities, \*Child Rearing, \*Children, Comparative Analysis, \*Fathers, Parent Background, \*Parent Child Relationship, \*Parent Participation, Parent School Relationship

Identifiers—\*Family Activities, Limits (Concept)  
One of the critical elements of children's healthy development is the participation of parents in important activities in their children's lives. This research brief reports on the involvement of fathers in their children's lives. The brief focuses on the involvement of fathers who live with their children, including single fathers raising their children, in four key areas: (1) general activities; (2) school activities; (3) limit-setting; and (4) religious activities. The data sources were the 1997 Panel Study of Income Dynamics, the 1999 National Household Education Survey, and the 1996 National Longitudinal Study of Adolescent Health. Findings from

these studies suggest that fathers are likely to be actively engaged in a variety of activities with their children at least once a week, ranging from 25 percent of fathers helping their children build or repair something to 72 percent talking with children about their family. In 1999, between 24 and 33 percent of fathers were highly involved in school activities, depending on the child's age. Fathers with higher levels of education were more likely to report high school involvement than were fathers with less education. More than half the fathers worked on homework with their child at least once a week. In 1997, fathers reported that they often or very often set limits for their children. Almost 30 percent of adolescents in 1996 reported attending a church-related event with their father in the past month. Fathers who were college graduates were more likely to engage their children in religious activities than fathers with less education. Both parents were more likely to provide religious guidance when children were between 11 and 14 years than when they were older. (Contains 30 endnotes.) (KB)

ED 454 955 PS 029 575

Wade, Patricia C.

#### Children's Program Outcome Review Team: 2000 Evaluation Results.

Tennessee State Commission on Children and Youth, Nashville.

Pub Date—2001-04-00

Note—130p.; For 1999 Evaluation Results, see ED 448 895.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Child Welfare, \*Children, \*Foster Care, \*Foster Children, Foster Family, \*Program Effectiveness, Program Evaluation, Social Workers, Well Being

Identifiers—Family Support, Permanency Planning (Foster Care), \*Tennessee

In its seventh year of evaluating children's services, the Children's Program Outcome Review Team (CPORT), under the direction of the Tennessee Commission on Children and Youth, continued to collect and analyze data to improve service delivery to children and families involved in state custody. The CPORT evaluation for 2000 collected and organized essential information about the population served, needs of children and families, and the system's ability to adequately perform functions to meet those needs. Twelve reviewers collected pertinent information through in-depth structured interviews with a sample of the population served. Each interview contained questions about the status of the child and family, functions of the service delivery system, demographics, and TennCare (health insurance) implementation. Interviews were conducted with the child, parents, custodial department workers, caregivers, foster parents or care staff in group facilities, court representatives, teachers, and other relevant service providers. Case records were also reviewed. The 2000 CPORT findings indicated a slight decline in the overall status of children compared to 1999. Although most children were in a positive status (84 percent), the emotional well-being factor continued to be the primary factor in defaulting the overall status of the child to negative. The overall service system function declined to 42 percent in 2000 from 46 percent in 1999. The assessment indicator for identifying needs of children and families was the lowest ever (68 percent). The weakest system function was permanency plan design. Recommendations were made for improving services, for training case managers, and for additional resources. (Six appendices include preliminary regional findings, and graphs of data.) (KB)

ED 454 956 PS 029 577

Chen, Shing-Jen, Ed. Fujino, Yuki, Ed.

#### Research and Clinical Center for Child Development Annual Report, 1999-2000, No. 23.

Hokkaido Univ., Sapporo (Japan). Faculty of Ed-

ucation.

Report No.—ISSN-0386-8435

Pub Date—2001-03-29

Note—54p.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acoustics, Affective Behavior, Annual Reports, \*Child Development, Children, Comparative Analysis, Cross Cultural Studies, Emotional Development, Foreign Countries, Infant Behavior, \*Infants, Measurement Techniques, Mothers, Parent Attitudes, Parent Child Relationship, Research Methodology

Identifiers—Emotional Regulation, Intersubjectivity, Japan, Laughter, Metacommunication, Music Ability, Neuroimaging, Spectroscopies, Stroop Effect, United States

This annual report presents several articles related to the work of the Clinical Center for Child Development at Hokkaido University in Sapporo, Japan. The articles are: (1) "Intrinsic Musicality: Rhythm and Prosody in Infant-Directed Voices" (Niki Powers); (2) "Movable Cognitive Studies with a Portable, Telemetric Near-Infrared Spectroscopy System" (Yoko Hoshi, Shing-Jen Chen, Ai-Qin Liu, and Mamoru Tamura); (3) "Cross Cultural Comparison of Emotion Regulation in Japanese and American 11-Month-Old Infants" (Tatsuo Ujii, Joseph Campos, Rosemary Campos, Linda A. Camras, Harriet Oster, Kazuo Miyake, Lei Wang, and Zhaolan Meng); and (4) "The Basic Structure of Metacommunication in Intersubjective Fun-Interactions between Mothers and Infants: Analysis of Two Contrasting Cases" (Shigeru Nakano). (KB)

ED 454 957 PS 029 578

Grimm, Susan

#### Who Is Watching Our Kids? A Profile of the Colorado Child Care Workforce in the Year 2000.

Colorado Office of Resource and Referral Agencies, Inc., Englewood.

Pub Date—2000-00-00

Note—42p.; With assistance from Dean McEwen, Amy Mathias, and Robin Anderson.

Available from—For full text: <http://www.cora.org>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Qualifications, Administrator Responsibility, \*Administrators, Caregiver Role, \*Child Caregivers, \*Day Care, Day Care Centers, Early Childhood Education, Educational Philosophy, Fringe Benefits, Infant Care, Interviews, Job Satisfaction, Salaries, Surveys

Identifiers—Caregiver Qualifications, \*Colorado

Noting the need for current, accurate information on the Colorado child care workforce in order to make policy and programmatic decisions, this report describes the enrollment capacity and provides a staffing profile of child care centers, directors, teachers, and family child care providers statewide. The report draws on data collected by means of surveys completed by 300 directors, and telephone interviews conducted with 100 teachers and assistants and 71 home providers. Key findings relate to characteristics of child care centers, including enrollment, capacity, and staffing. For each separate job classification (director, teacher/assistant teacher, family child care provider), the following information is provided: (1) demographic characteristics such as gender and racial/ethnic background; (2) qualifications (education and experience); (3) salary and benefits; (4) job responsibilities; (5) turnover; (6) philosophy of child care; (7) perceived challenges and rewards of the job; (8) job satisfaction; and (9) suggestions for improving child care. The report concludes by noting that with over 60 percent of Colorado children attending some form of child care, society would benefit from a well-educated and stable child care workforce and Colorado will benefit from investing in the state's child caregivers. Appendices include a glossary of relevant terms and director, staff, and home provider surveys. (KB)

ED 454 958 PS 029 579

Krajec, Valerie Dawkins Bloom, Paula Jorde Talan,



Teri Clark, Douglas

**Who's Caring for the Kids? The Status of the Early Childhood Workforce in Illinois.**  
National-Louis Univ., Wheeling, IL. Center for Early Childhood Leadership.

Spons Agency—McCormick Tribune Foundation, Chicago, IL.

Pub Date—2001-06-00

Note—96p.; A joint project by the Center for Early Childhood Leadership and the Illinois Network of Child Care Resource and Referral Agencies.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Qualifications, \*Administrators, Career Development, \*Career Ladders, \*Child Caregivers, \*Day Care, Day Care Centers, \*Early Childhood Education, Educational Quality, Family Day Care, Preschool Teachers, Teacher Qualifications

Identifiers—Day Care Quality, \*Illinois, Project Head Start

Noting that there is a lack of consistent and accurate information about the teachers, administrators, and support staff who work in early childhood settings in Illinois, this study documented the early childhood workforce serving in infant/toddler, preschool, and school-age programs in the state. The study also determined the impact of the current career development system on practitioners, the programs they serve, and the public at large. Data sources included state agencies' statistics, other state and national reports, and surveys on compensation and turnover, preferred nomenclature for professional roles and program types, and pre-kindergarten teachers' career decisions. Survey participants included 4,125 early childhood teachers and administrators and 557 pre-kindergarten teachers. Among the major findings of the study are the following: (1) there are wide disparities in qualifications and compensation for comparable work in different early childhood settings; (2) director qualifications are related to program quality; (3) accreditation has a positive impact on overall program quality; (4) Illinois lacks a coherent system of initial preparation, ongoing professional development, and career counseling for early childhood teaching, administrative, and support staff; and (5) many caregivers operate outside the established early childhood regulatory system and thus do not have access to technical assistance or professional training. Based on findings, specific recommendations were devised for designing and implementing a comprehensive statewide career development system. (Appendices contain a glossary of relevant terms and data collection instruments. Contains 80 endnotes.) (KB)

ED 454 959

PS 029 580

Amey, Cheryl

**Families Struggling To Make It in the Workforce: A Post Welfare Report.**

Children's Defense Fund, Washington, DC.

Pub Date—2000-00-00

Note—93p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Child Welfare, Children, Educational Attainment, \*Employed Parents, Family Work Relationship, Low Income Groups, Parent Background, \*Poverty, \*Social Services, Social Workers, \*Welfare Recipients, Welfare Reform, Well Being

Many studies of the well-being of families who have left welfare since 1996 leave out families who are not faring well and have been forced to turn to emergency service providers for help. In response to this gap, the Community Monitoring Project (CMP) examined families who had left welfare since 1996 and sought help from 180 local community agencies such as homeless shelters, food banks, or others. More than 5,200 participants were surveyed, 2,526 of whom were parents with 5,187 children under 18. Findings indicated that work alone was not enough to fend off hardships: one-third

were currently unemployed, and 58 percent of employed parents had weekly wages below the poverty line. Children paid a heavy price when their families experienced hardships, including more frequent school changes. Many working families were not receiving the support they needed, such as food stamps, medical coverage, and or child care assistance. Education and access to child care were major factors in determining how families fared after welfare. Families receiving assistance were less likely to face hardships than families not receiving needed assistance such as health coverage and food stamps. Welfare offices played a critical role in determining whether families leaving welfare actually received the supports they needed. Some former welfare recipients were less prepared for work than even current recipients who are often considered the most difficult to employ. (Seven appendices include recommendations for state and federal government action, data collection methods, comparisons with other data sources, characteristics of parents in the study, and the survey used. Contains 33 endnotes.) (KB)

ED 454 960

PS 029 581

Yao, Wei Snyder, Cathi Burnett, David Lindsay, Sandra Tenenbaum, Inez M.

**A Longitudinal Research Report on the Early Childhood Development Program: The Half-Day Child Development Program for Four-Year-Olds, 1997-98.**

South Carolina State Dept. of Education, Columbia.

Pub Date—2000-12-00

Note—32p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—At Risk Persons, Early Intervention, Full Day Half Day Schedules, Longitudinal Studies, \*Outcomes of Education, \*Preschool Children, \*Preschool Education, Preschool Evaluation, \*Program Effectiveness, Program Evaluation, \*School Readiness

Identifiers—High Scope Model, South Carolina

The Education Improvement Act of 1984 established the half-day child development program in South Carolina for 4-year-olds to help children who were most at risk for school failure get ready to learn before they entered the first grade. Students in the program met from 2 to 2.5 hours per day and used the High/Scope Preschool Curriculum. Each classroom was staffed with a teacher certified in early childhood education and one assistant, serving up to 20 children. This study used longitudinal data to determine whether students in the 1997-98 half-day child development program were equally ready for the first grade when compared with randomly sampled, similar South Carolina students and whether the program had differential effects upon school readiness for different groups of children. Findings indicated that the program had a positive effect in reducing the degree of risk for student readiness at the first grade. Program participants had a level of school readiness equivalent to that of nonprogram students. Significantly more females and Hispanic students in the 4-year-old program scored ready for the first grade than did the females and Hispanic students who were not in the program. Recommendations based on screening findings include refining the guidelines for identifying at-risk students, using student demographic information to better identify variables responsible to early intervention, placing students in different types of programs based on screening results, and investigating instructional curricula and strategies to determine their effect on improving school readiness. (Appendices include information on statistical analyses, data tables, school readiness trend comparisons between program and nonprogram participants, and comparisons across gender, ethnic groups, and family income groups.) (KB)

ED 454 961

PS 029 582

**You, Your Child and H.U.G.: For Parents of K-3 to High School Students = Usted, sus hijos y H.U.G.: Para padres de estudiantes de K-3 a preparatoria.**

Arizona State Dept. of Education, Phoenix.

Pub Date—2000-09-00

Note—42p.

Language—English, Spanish

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Academic Standards, Family School Relationship, Learning Processes, Multilingual Materials, Parent Materials, Parent School Relationship, \*Parent Student Relationship, \*Primary Education, School Readiness, \*State Standards

Identifiers—Arizona

This document is comprised of four booklets (in Spanish and English versions) providing Arizona parents with information on the Arizona Academic Standards and describing how parents can support their children's learning. The first booklet describes kindergarten as the readiness level during which parents help their children prepare to learn and describes grades 1 through 3 as the foundation level during which the groundwork for learning is set. The second booklet covers grades 4 through 6, the essentials level, at which students develop basics in the learning process. The third booklet continues the essentials level in middle school, grades 7 and 8, and includes a section on preventing middle school burnout. The fourth booklet addresses high school student standards at the proficiency level in which students develop skill in the learning process, and at the distinction level, for students who have mastered the proficiency level. Each booklet describes standards in reading, writing, and mathematics at each level and either suggests activities parents can use at home to determine if their child is on target for grade level or makes suggestions for supporting their child's school progress. (KB)

ED 454 962

PS 029 584

**Family Connections Early Start, No. 1-10.**

AEL, Inc., Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-00-00

Contract—RJ96006001

Note—42p.

Available from—AEL, Inc., P.O. Box 1348, Charleston, WV 25325. Tel: 304-347-0400; Tel: 800-624-9120 (Toll Free); Web site: <http://www.ael.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Child Development, Early Intervention, Infant Behavior, \*Infant Care, \*Infants, Parent Child Relationship, Parent Materials, Play, Preschool Education

This series of 10 booklets provides information to new parents on their infants' behavior and development. The topics covered in the four-page booklets are: (1) "Welcome to the World of Babies," including information on infants' communication, baby books, and developmental milestones from birth to 9 months; (2) "Language: All about Communication," including suggestions for activities using music and rhythm; (3) "Baby's Very First Toys," including suggestions for toys and songs; (4) "Good Health Starts with Nutrition," including information on choking hazards, immunizations, and maternal health; (5) "Read to Your Baby," including non-reading activities that lay foundation for learning to read; (6) "Choosing and Using Child Care," including information on extended family relationships and on developmental milestones from 6 to 36 months; (7) "Simple Activities Develop Young Minds," discussing the importance of play and providing play suggestions; (8) "Learning Positive Behaviors," introducing positive discipline; (9) "The Impact of Being a Parent," including parents' role as teachers; and (10) "Nutrition: Keep It Natural," including information on food choices. (KB)

ED 454 963

PS 029 585

Degazon-Johnson, Roli

**A New Door Opened: A Tracer Study of the Teenage Mothers Project, Jamaica. Early Childhood Development: Practice and Reflections 13. Following Footsteps.**

Bernard Van Leer Foundation, The Hague (Netherlands).

Report No.—ISBN-90-6195-057-0; ISSN-1382-4813

Pub Date—2001-06-00

Note—124p.

Available from—Bernard van Leer Foundation, P.O. Box 82334, 2508 EH, The Hague, Netherlands. Tel: 31-70-3512040; Fax: 31-70-3502373; e-mail: registry@bvleer.nl; Web site: <http://www.bernardvanleer.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Academic Achievement, \*Adolescents, Children, Comparative Analysis, Developing Nations, \*Early Parenthood, Employed Parents, Employment Patterns, Ethnography, Followup Studies, Foreign Countries, Intervention, \*Mothers, Parent Attitudes, Program Descriptions, \*Program Effectiveness, Program Evaluation

Identifiers—Jamaica

In the Parish of Clarendon in Jamaica, about 10 percent of infants are born to teenage mothers. Between 1986 and 1996, over 500 young mothers and their children participated in the Teenage Mothers Programme (TMP). The TMP took an approach that encompassed the development of the young women, stimulation and care for the infants, support in the home, and contacts with the infants' fathers. Ten of the mothers who had participated in the early years of the TMP were traced in 1999, and they and their children were interviewed, as were a matched comparison group of another 10 mothers and children who had not been in the program. In addition, a focus group interview was conducted with the 10 TMP participants to gain additional information on the positive features of the TMP and suggestions for improvement. The findings provided solid evidence of the positive effects of the TMP. All the former program mothers were employed, most had undertaken post-school training, and their children were mostly ranked above average by their teachers. In contrast, the comparison group's employment rate was much lower, and their children were mostly ranked below average to average by their teachers. The mothers in the comparison group had given birth to more than twice as many infants than mothers in the program group over the same period. (Three appendices summarize the focus group interviews; contain the study questionnaire for mothers, teachers, and children; and summarize previous research on the Teenage Mothers Programme.) (KB)

ED 454 964 PS 029 586

Off to Kindergarten: A Booklet for Parents, Caregivers, and Schools.

Spons Agency—Vermont State Dept. of Education, Montpelier.

Pub Date—2000-12-00

Contract—90-CD-1170/01

Note—23p.; Prepared by the Transition to School Committee of the Vermont Early Childhood Work Group. Also supported by the Vermont Head Start-State Collaboration Project.

Available from—Vermont Department of Education, 120 State Street, Montpelier, VT 05620. Tel: 802-828-3892; e-mail: [jsquires@doe.state.vt.us](mailto:jsquires@doe.state.vt.us).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Caregivers, Disabilities, \*Kindergarten, \*Kindergarten Children, Parent Materials, Parent Participation, \*Parent School Relationship, Parents, Preschool Curriculum, Preschool Teachers, Primary Education, \*School Readiness, School Registration, School Schedules, \*Student Adjustment, Student Placement

Identifiers—Vermont

Noting that kindergarten entry is a major milestone for all young children and their families and that this transition to school can set the tone for the child's future school experiences, this booklet was developed to promote communication and understanding among Vermont parents, caregivers, and schools to ensure that all children experience a smooth transition to kindergarten and have a posi-

tive school experience. The booklet contains explanations of what parents can expect when their child enters school and a glossary of common terms. The major part of the booklet is devoted to commonly asked questions about kindergarten, related to: (1) registration and screening; (2) kindergarten placement; (3) orientation; (4) school calendar and school day; (5) transportation; (6) the classroom teacher and curriculum; (7) parent involvement in school; and (8) unique accommodations. Space is provided for parents or caregivers to note additional questions or information to share with the school as they prepare children for kindergarten. Five appendices list: guiding concepts on transitions; the emotional foundations of school readiness; five dimensions of children's school readiness; provisions for children with unique accommodations; and books to share with children entering kindergarten. (KB)

ED 454 965 PS 029 587

Lee, Incho Nelson, Adam Benice, Michael Tran, Hoai Brandon, Richard

County Profiles of Child and Family Well-Being: 2000 Statewide Summaries.

Washington Univ., Seattle. Human Services Policy Center.

Spons Agency—Washington State Dept. of Social and Health Services, Olympia. Office of Research and Data Analysis.; Boeing Co., Seattle, WA.; Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2000-00-00

Note—170p.; For 1999 Summaries, see ED 441 575. Special Projects funded by the United Way of King County, Washington.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Child Abuse, \*Child Health, Child Neglect, Child Welfare, \*Children, \*Counties, Delinquency, Demography, Early Parenthood, Economic Status, Family Structure, Junior High Schools, Mathematics Achievement, Poverty, Prenatal Care, Racial Differences, Reading Achievement, \*Social Indicators, State Surveys, Statistical Surveys, Tables (Data), \*Well Being

Identifiers—Arrests, Child Care Costs, Ethnic Differences, \*Indicators, \*Washington

These 42 Washington Kids Count summaries, one for each of the state's counties and major metropolitan areas, examine trends in the well-being of Washington's children. The summaries each begin with a report on economic prosperity within the state and the county or region. The statistical portraits are based on indicators in three general areas of children's well-being: (1) economic well-being (annual wages, family structure and income level, child care burden); (2) health and safety (prenatal care, low birthweight, low birthweight by race/ethnic group, teen pregnancy, child abuse and neglect, juvenile arrests); and (3) education (seventh grade reading and mathematics achievement). Comparison data are presented and trends are analyzed. Also presented are specific county profile data in comparison to the state. The data indicate that there has been a year of solid economic growth in Washington, but that disparities in all realms of child well-being have continued at 1998-1999 levels or have grown worse. (KB)

ED 454 966 PS 029 588

21 Million Children's Health: Our Shared Responsibility. The Medical Child Support Working Group's Report.

Spons Agency—Department of Health and Human Services, Washington, DC.; Department of Labor, Washington, DC.

Pub Date—2000-06-00

Note—249p.; A Medical Child Support Working Group report to the Honorable Donna E. Shalala and the Honorable Alexis M. Herman.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Agency Cooperation, Change Strategies, \*Child Health, \*Child Support, Child-

hood Needs, \*Children, Health Care Costs, \*Health Insurance, Health Needs, Models, Program Descriptions

Identifiers—Access to Services, \*Child Support Enforcement, \*Child Support Enforcement Program

Although the child support enforcement program has been increasingly successful in obtaining health care coverage for children, changes in the labor market, family structure, health care delivery systems, and social welfare policy require new approaches to ensure that children obtain appropriate health care coverage. This report of the Medical Child Support Working Group identifies impediments to the effective enforcement of medical child support, and recommends solutions to these impediments. The report is organized into nine chapters. Chapter 1 addresses the scope of the problem. Chapter 2 provides an overview of the current system from the perspective of the Child Support Enforcement Program (IV-D) as well as from the perspective of the employer and plan community; this chapter also offers a new paradigm for ensuring health care coverage for all child support-eligible children. Chapter 3 offers a detailed analysis and comprehensive reform of how health care is included in a child support obligation and how that order is drafted. Chapter 4 discusses the National Medical Support Notice, the enforcement tool for IV-D medical support orders. Chapter 5 is a broader discussion of enforcement of the health care provisions in a child support order. Chapter 6 discusses improving coordination and communication among private and public health care coverage. Chapter 7 examines funding of child support activities directly related to medical support. Chapter 8 identifies additional strategies and research required to ensure ongoing improvements in assuring health care coverage for children in single parent families. Chapter 9 provides a brief conclusion to the report. Eight appendices include the list of 76 recommendations, a glossary of relevant terms, and a description of the legislative history of major medical support provisions. (KB)

ED 454 967 PS 029 592

Tell Your Children It Pays To Study Hard!

Center on Education Policy, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2000-05-00

Note—7p.

Available from—Center on Education Policy, 1001 Connecticut Avenue, N.W., Suite 619, Washington, DC 20036. Tel: 202-822-8065; Fax: 202-822-6008; e-mail: [ctredpol@ctredpol.org](mailto:ctredpol@ctredpol.org); Web site: <http://www.ctredpol.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Adolescents, Outcomes of Education, \*Parent Student Relationship, Secondary Education, \*Student Motivation, Study Habits, Study Skills

Identifiers—\*Challenge

Noting that many students do just enough school-work to get by and fail to see the connection between learning in school and success in adult life, this brochure encourages parents to explain the benefits of studying hard to their children. The brochure contains facts parents can use to explain the benefits to their children and suggests things that parents and other adults can do to encourage student achievement. Facts supporting studying efforts include the relationship between years of education and money earned as adults, the need for a good education to compete in the global job market, the relationship between skills and future earnings, and the importance of taking challenging courses in high school. Suggestions for parents and other adults include: (1) encouraging children to take challenging courses in middle and high school; (2) making clear that school is the number one priority for young people; (3) examining one's own beliefs about achievement and the messages sent to students; (4) encouraging and supervising children's studies at home; (5) becoming involved with teens' school activities; and (6) helping to create a society

that values academic achievement. The brochure concludes with a message to students. (KB)

**ED 454 968** PS 029 594

**Bernard van Leer Foundation Annual Report, 2000.**

Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date—2000-00-00

Note—56p.; For the 1999 Annual Report, see ED 441 602.

Available from—Bernard van Leer Foundation, Eisenhowerlaan 156, P.O. Box 82334, 2508EH, The Hague, The Netherlands. Tel: +31(0)70-351-20-40; Fax: +31(0)70-350-23-73; e-mail: registry@bvleer.nl; Web site: <http://www.bernardvanleer.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Annual Reports, \*Child Advocacy, \*Child Welfare, Childhood Needs, Developed Nations, Developing Nations, Foreign Countries, Grants, International Organizations, Private Agencies, Program Descriptions, Young Children

Identifiers—\*Bernard van Leer Foundation (Netherlands)

This annual report for 2000 describes the year's activities, achievements, and financial status of the Bernard van Leer Foundation, a private foundation based in The Netherlands that operates internationally to improve opportunities for young children from birth to age 7 living in circumstances of social and economic disadvantage. Following an introduction by the chairman of the board of trustees and a review from the executive director, the report presents a description of the foundation's dissemination activities; a review of its interests in 2000; events, achievements, and awards; a listing of countries in which the foundation made earmarkings in 1998-2000; a financial report for 2000; and details of major grants made in 2000. The report concludes with a description of the foundation and its mandate, and a list of trustees and staff. (EV)

**ED 454 969** PS 029 595

*Christin, Teresa*

**Business and Child Care. Critical Issues in Child Care. White Paper 3.**

Action Alliance for Virginia's Children and Youth, Richmond.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2001-06-00

Note—29p.; Funding for this document also provided by Markel Insurance Company.

Available from—Action Alliance for Virginia's Children and Youth, 701 East Franklin Street, Suite 807, Richmond, VA 23219. Tel: 804-649-0184; Fax: 804-649-0161; e-mail: [actionalliance@vakids.org](mailto:actionalliance@vakids.org); Web site: <http://www.vakids.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Advocacy, \*Business, Cooperative Programs, \*Corporate Support, \*Day Care, Early Childhood Education, Employed Parents, Employer Supported Day Care, \*Family Work Relationship, Fringe Benefits, Program Descriptions, Public Policy

Identifiers—Child Care Needs, Virginia

This white paper examines the relationship of child care to business interests. Areas explored include: (1) the relationship between a robust economy and increasing family stress; (2) family-friendly benefit options and the bottom-line rewards for employers who offer them; (3) how businesses are getting involved in partnerships to address issues of early care and education both inside and outside of Virginia (includes numerous short program descriptions); and (4) projected changes for the new workforce and economy. The paper concludes with recommendations for action by business and government leaders and other advocates across Virginia for improving child care quality. (EV)

**ED 454 970**

*Copeland, Tamara Lucas*

**National Association of Child Advocates 2000-2001 Annual Report from the President.**

National Association of Child Advocates, Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Edna McConnell Clark Foundation, New York, NY.; Kellogg Foundation, Battle Creek, MI.; Joyce Foundation, Chicago, IL.; Prudential Foundation, Newark, NJ.; David and Lucile Packard Foundation, Los Altos, CA.; Freddie Mac Foundation, McLean, VA.

Pub Date—2001-06-00

Note—6p.; Additional funding provided by the Communications Consortium Media Center, the Washington Dental Society, and Casey Family Programs.

Available from—National Association of Child Advocates, 1522 K Street, NW, Suite 600, Washington, DC 20005-1202. Tel: 202-289-0777; e-mail: [naca@childadvocacy.org](mailto:naca@childadvocacy.org); Web site: <http://www.childadvocacy.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annual Reports, \*Child Advocacy, Financial Support, Organizational Change, Organizational Effectiveness, Program Descriptions, Technical Assistance

Identifiers—\*National Association of Child Advocates

This annual report describes the activities of the National Association of Child Advocates (NACA) from July 2000 to June 2001. The report discusses the association's two overarching priorities for the year: implementing its internal reorganization and building financial support for child advocacy. Also described are NACA's new initiatives (such as Essential Elements, a project to determine the qualities that contribute to the effectiveness of child advocacy organizations so that NACA can improve its training and technical assistance efforts), enhanced services to members (such as an electronic mailing and member-to-member mentoring), and core services to members (such as site visits and the "A Great Idea!" series). The report concludes with a discussion of plans for the coming year, the focus of which will be the professionalization of child advocacy. (EV)

**ED 454 971**

*Gadsden, Vivian L.*

**The Absence of Father: Effects on Children's Development and Family Functioning.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—1995-08-00

Note—26p.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: [mailbox@ncoff.gse.upenn.edu](mailto:mailbox@ncoff.gse.upenn.edu). For full text: <http://www.ncoff.gse.upenn.edu>.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adjustment (to Environment), Black Youth, Child Development, Childhood Needs, \*Children, Family Relationship, \*Fatherless Family, \*Fathers, Low Income Groups, \*Parent Child Relationship, Parent Influence, \*Poverty, Stress Variables

Identifiers—African Americans, Family Functioning

Noting that the inherent stressors associated with single parenting and the practical advantages of having another parent share the decision-making and emotional responsibility for children are supported by considerable research, this paper examines the effects of single parenthood on children's social and cognitive development and family functioning, focusing on children in low-income, female-headed households. Topics discussed in the paper are: (1) cultural context, social need, and family functioning; (2) the nature of social need in young, female-headed households; (3) effects of

PS 029 596

father absence on family adjustment; (4) economic effects and stress; (5) poverty and single-parent homes; (6) developmental and social issues; (7) self-esteem, emotional development, and academic achievement; and (8) social development. The paper advocates the implementation of public policies built upon the premise of "kin" as a comprehensive family form of biological and non-biological supports. The paper asserts that there are competing and inconsistent data on whether children in two-parent families fare better than children in single-parent families. However, poverty is identified as a major obstacle to family functioning in single- and two-parent households. The paper also suggests that the impact of experiencing poverty and observing undue stress may be underestimated for children in poverty and in single-parent, father-absent homes. Finally, the paper asserts that policies are necessary that promote and advance the notion of community responsibilities for children. (Contains 118 references.) (KB)

**ED 454 972**

*Jordan, Will J.*

**Role Transitions: A Review of the Literature.** Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.

Report No. —NCOFF-LR-RT-96-06

Pub Date—1996-01-00

Note—31p.; Second printing.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: [mailbox@ncoff.gse.upenn.edu](mailto:mailbox@ncoff.gse.upenn.edu). For full text: <http://www.ncoff.gse.upenn.edu>.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Child Rearing, Early Parenthood, \*Emotional Adjustment, Extended Family, Family Environment, Family Relationship, Family Structure, \*Fathers, Individual Development, Literature Reviews, Mothers, Parent Attitudes, \*Parent Child Relationship, Parent Influence, Parent Responsibility, Parent Role, Theories

Identifiers—First Time Fathers, Life Course

This paper reviews and synthesizes a broad range of research studies and theoretical essays related to the transition to fatherhood. This literature suggests that the transition to fatherhood can best be described as a set of normative developmental events that occur during the life course. In addition, while transformation into the role of father is a critical stage for individual development, the process takes place within the context of small social systems, such as dyads, nested within families or family-like environments. In order to understand fatherhood experiences, the review analyzes the fathers' relationship with his child, his child's mother, and the functioning of the family as a unitary social entity. Larger social networks, such as extended families and families of origin, affect the process of role change among new and expectant fathers; these networks are examined as well. Finally, the special case of early role transition to fatherhood among adolescents is a major topic reviewed in this paper. Implications for research and practice are discussed. (Contains 66 references.) (Author/KB)

**ED 454 973**

*Davis, James Earl Perkins, William Eric*

**Fathers' Care: A Review of the Literature.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.

Report No. —NCOFF-LR-CP-96-01

Pub Date—1996-01-00

Note—36p.; Second printing.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail:



mailbox@ncoff.gse.upenn.edu. For full text: <http://www.ncoff.gse.upenn.edu>.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Children, Divorce, Early Experience, Early Parenthood, \*Family Structure, Family Work Relationship, \*Fathers, Individual Differences, Literature Reviews, One Parent Family, Parent Attitudes, \*Parent Child Relationship, Parent Participation, Sex Role

Noting that the role of fathers in caring for children has received increased research attention over the last 20 years, this literature review concerns the role of fathers in the physical and psychological maintenance of children. The review is organized around three themes in the father care literature: (1) descriptions of care activities and variations linked to family and child characteristics; (2) father status in family arrangements; and (3) diversity in father care experiences. The review notes that, given the rise in dual-earner families, the availability of affordable and quality childcare, and increased expectations of fathers, an overall increase in father care activity is evident in this body of research. Yet, fathers are likely to assume secondary positions in the care of children, and this care tends to be less instrumental—primarily focusing on play and recreation. Family arrangements, in general, determine the level of and opportunity for fathers' care, and gender roles continue to circumscribe men's potential for increased involvement in care. The review concludes by identifying the limitations of current research and by examining plausible policy and practice directions. (Contains 169 references.) (Author/KB)

ED 454 974

PS 029 600

Gadsden, Vivian L. Hall, Marcia

**Intergenerational Learning: A Review of the Literature.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.

Report No.—NCOFF-LR-FP-96-07

Pub Date—1996-01-00

Note—43p.; Second printing.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: <http://www.ncoff.gse.upenn.edu>.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Children, Cohort Analysis, Cultural Influences, Divorce, Ethnicity, Family Influence, Family Relationship, \*Fathers, Grandparents, Intimacy, Literature Reviews, Parent Attitudes, \*Parent Child Relationship, Parent Influence, \*Parent Role, Racial Differences, \*Socialization, Values Education

Identifiers—\*Intergenerational Learning, \*Intergenerational Transmission, Life Course

Research on intergenerational learning includes a range of studies that focus on the transmission of beliefs and practices and modeling of behaviors from generation to generation. This critical review focuses on the broader issues in intergenerational learning and the multiple, though small, streams of work that examine the impact of fathers' involvement in families. The discussion focuses on four areas: (1) intergenerational and life-course issues that have emerged over the past 25 years; (2) parental influences on children, with special emphasis on parenting and grandparenting, parent-child relationships, attitudes and beliefs, divorce, and status attainment; (3) unhealthy families; and (4) racial and cultural issues. The review concludes by focusing on the limitations and inherent constraints in examining issues on fathers and by offering recommendations for research, practice, and policy analyses that might expand the discourse(s) in the field on questions about culture, the impact of divorce, and the complementary role of mothers and fathers in children's development. (Contains 212 references.) (Author)

ED 454 975

PS 029 601

Arendell, Terry

**Co-Parenting: A Review of the Literature.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.

Report No.—NCOFF-LR-CP-96-03

Pub Date—1996-01-00

Note—59p.; Second printing.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: <http://www.ncoff.gse.upenn.edu>.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Children, \*Family Structure, \*Fathers, Literature Reviews, Mothers, \*Parent Child Relationship, Parent Influence, Parent Participation, \*Parent Responsibility, \*Parent Role, \*Parents

Identifiers—\*Coparenting, Division of Labor (Household)

This review examines co-parenting, the more or less equal sharing of parenting responsibilities by mothers and fathers. Because co-parenting remains an anomaly, much of the review addresses men's levels and forms of parenting involvement. Also investigated are the factors contributing to their participation and nonparticipation. Noting that parental participation occurs primarily in three family arrangements—married or cohabiting fathers in intact families; separated or divorced fathers; and unwed young fathers—the review is organized by family type. The review notes that men's parenting participation varies both within and across family structural arrangements. For the most part, mothers continue to be the primary child-rearers and caretakers; while some men are more involved in parenting than were their own fathers or many of their peers, relatively little change has occurred overall. Another significant finding is that father involvement in each type of family arrangement is closely intertwined with fathers' relationship with the mothers of their children. Both institutional and personal factors contribute to men's limited parenting involvement. Research indicates that both children and fathers benefit from increased paternal involvement in parenting. The study of fathering, and, more specifically, co-parenting is multidisciplinary. (Contains 313 references.) (Author/KB)

ED 454 976

PS 029 602

Johnson, Deborah J.

**Father Presence Matters: A Review of the Literature.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.

Report No.—NCOFF-LR-FP-96-02

Pub Date—1996-01-00

Note—31p.; Second printing.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: <http://www.ncoff.gse.upenn.edu>.

Pub Type—Information Analyses (070) — Reports — Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Child Rearing, Ethnicity, Family Structure, \*Fatherless Family, \*Fathers, Literature Reviews, \*Parent Child Relationship, Parent Influence, Parent Participation, Parent Responsibility, \*Parent Role, Research Methodology

Identifiers—Ethnic Differences, Family Functioning

Father presence, as a paradigm, is a rich and complex construction of father roles, family functioning, and fathers' relations to children's development driven by functional, psychological, and affective aspects of parenting extending beyond physical and

fiscal boundaries. This review critiques extensively the voluminous father-absence literature and presents related paradigms. Diversity issues, specifically ethnicity, which are often excluded in typical reviews of father absence, are integrated throughout the review. The thesis of this review is that the father-absence research is constrained by its simplistic and narrow perspective on parenting influences as well as its adherence to a stagnant cultural ideal (M. Lamb, 1987) that weakens purported linkages to child outcomes. Although few empirical studies make the linkage between child outcomes and a more multifaceted notion of father presence, they are powerful and compelling works. The review asserts that within the context of caring and nurturing relations, fathers can offer unique contributions to the development of healthy children in a variety of family types. (Contains 133 references.) (Author/KB)

ED 454 977

PS 029 603

Mason, Patrick L.

**Joblessness and Unemployment: A Review of the Literature.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.

Report No.—NCOFF-LR-JU-96-03

Pub Date—1996-01-00

Note—63p.; Second printing.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: <http://www.ncoff.gse.upenn.edu>.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Birth Rate, \*Black Family, Crime, Demography, Economic Factors, Economic Impact, Economic Status, Family Structure, \*Family Work Relationship, \*Fathers, \*Marital Instability, Marital Status, Models, \*Parent Child Relationship, Pathology, Racial Differences, Sociology, Theories, \*Unemployment, Well Being

Identifiers—African Americans

This literature review examines evidence on the relationship between African American male economic potential in the formal sector of the economy and transitions in African American family structure and marital stability. This review also provides insight into the crime, unemployment, family structure, and race debate. Competing theoretical explanations of transitions in family structure and marital stability are examined. Specifically, the paper compares the "African American structural model" with the "new household economics" and the sociological tradition that African American family life is pathological. Section 1 of the paper provides an overview of recent changes in marital status, marriage opportunity, fertility rates, and the economic well-being of families. Section 2 presents alternative economic theories regarding transitions in family structure. Section 3 provides empirical evidence on competing theoretical hypotheses. Section 4 discusses the results and limitations of the study within the historical context of research on the African American family. The report concludes that the bulk of the evidence tends to support the African American structural model and that the model's emphasis on mate availability, social classes, the unique cultural heritage of African Americans, and the continuing impact of racial discrimination in market processes presents the most advantageous framework from which to derive productive solutions to problems confronting African American families. (Contains 73 references.) (KB)

ED 454 978

PS 029 604

Sorensen, Elaine Turner, Mark

**Barriers in Child Support Policy: A Literature Review.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Bal-

timore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.  
Report No. —NCOFF-LR-SB-96-04  
Pub Date—1996-05-00  
Note—26p.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: http://www.ncoff.gse.upenn.edu.

Pub Type—Information Analyses (070)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Agencies, \*Child Support, \*Children, Disadvantaged, \*Fathers, Legislation, Literature Reviews, \*Parent Child Relationship, Parent Responsibility, Parent Role, \*Public Policy, Social Services

Identifiers—\*Barriers to Participation

This review examines ways in which institutions and agencies act as barriers to paternal involvement, particularly for unmarried fathers and fathers of color. These fathers are frequently portrayed as unwilling, uninterested parents who must be forced by the government to take responsibility for their children, and this perspective lays the foundation for punitive policies and practices. The review begins by addressing research that has sought to determine the actual amount and kinds of support disadvantaged fathers provide for their children. The next sections describe how specific policies actually deter young men's involvement with their families and suggest ways of making legislation and social service agencies more conducive to fathers. The review concludes with recommendations for policy and future research. Throughout the review, the argument is made that while policies and practices may not actively seek to discourage paternal participation in the family, negative assumptions that result in the dismissal of fathers as viable parents result in fathers' disengagement. (Contains 67 references.) (Author/KB)

**ED 454 979 PS 029 607**

**Cutting across the Issues: Themes from the 1995-1997 Fathers and Families Roundtable Series.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.

Pub Date—1997-00-00

Note—37p.; Developed by Vivian Gadsden, Keisha Armorer, Bill Cranford, and Danielle Kane in collaboration with Leila Feister, Elizabeth Steif, and Amy Hightower of Policy Studies Associates.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu; Web site: http://www.ncoff.gse.upenn.edu.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Child Rearing, Childhood Needs, Family Life, Family Relationship, \*Fathers, \*Parent Child Relationship, \*Parent Role, Policy Formation, Research Needs, \*Theory Practice Relationship

In Fall 1995, the National Center on Fathers and Families (NCOFF) established the Fathers and Families Roundtable Series, designed to examine and address critical research, practice, and policy issues embedded in NCOFF's "core learnings" about fatherhood and in work on fathers and families. Each of the first seven roundtables focused on a different core learning; the sessions brought together researchers from a variety of disciplines, along with practitioners and policymakers, in small, focused forums designed to stimulate analysis. This report is a synthesis of major themes that cut across the seven meetings, with particular focus on their implications for practice, research, and policy. The themes discussed in the report are: (1) Fathers Can Play Many Roles in Their Children's Lives; (2)

Numerous Factors Determine Fathers' Roles; (3) There Are No Clear Answers to the Question, "How Do Fathers Matter?"; (4) One Size Doesn't Fit All; and (5) Practice Should Inform Research, and Research Should Inform Practice. The report also summarizes participants' recommendations for new directions for research, practice, and policy. (EV)

**ED 454 980 PS 029 610**

**The Welfare Reform, Fathers, and Families Roundtable (Washington, D.C., December 8, 1998). Fathers and Families Second-Tier Roundtable Series.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Pub Date—1998-12-08

Note—37p.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: http://www.ncoff.gse.upenn.edu.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Child Support, \*Family (Sociological Unit), \*Fathers, Low Income, \*Parent Participation, Public Policy, \*Social Services, \*Welfare Services

Identifiers—Child Support Enforcement, Child Support Enforcement Program, Family Support, \*Welfare Reform, Welfare to Work Programs

In December 1998, approximately 100 researchers, policymakers, practitioners, and other specialists in the field of fathers and families convened the Welfare Reform, Fathers, and Families Roundtable to explore the potential of enabling services for low-income, noncustodial fathers in the context of welfare reform and child support enforcement. This report synthesizes the discussion of the themes of the meeting and their implications for policymaking, the directions they indicate for future research, and the lessons they impart for practice. The first section of this report describes the current and emerging issues in welfare reform, child support enforcement, and fatherhood initiatives. The second section explores the implications of the issues raised for policymaking. The third section offers new directions for research that arose from the discussion, and the fourth section describes lessons learned for practice. The report concludes with the roundtable agenda and a list of participants. (KB)

**ED 454 981 PS 029 611**

*Palm, Glen F.*

**Developing a Model of Reflective Practice for Improving Fathering Programs.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.

Report No. —NCOFF-WP-98-01

Pub Date—1998-02-00

Note—29p.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: http://www.ncoff.gse.upenn.edu.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Child Rearing, \*Family Programs, \*Fathers, Models, \*Parent Child Relationship, \*Parent Education, Parent Responsibility, Parent Role, Parenting Skills, \*Parents

Identifiers—\*Generativity, \*Reflective Practice

Over the past decade, fathering programs of various kinds have proliferated in a number of different contexts. These programs are faced with two critical issues. The first is the need for a practical, inclusive, yet challenging framework to guide effective practice in diverse settings. This review presents a

definition of good fathering as generative fathering, and describes a conceptual model of reflective practice as applied to fathering programs. The presentation of the model of reflective practice includes discussions of practitioner relationships, characteristics of reflective practice in action, and critical virtues for practitioners. The review then outlines the potential positive and negative impacts of reflective practice on fathering programs. The review concludes with an agenda for practitioner/researcher collaboration. (Contains 74 references.) (Author/KB)

**ED 454 982 PS 029 612**

*Fagan, Jay*

**Predictors of Father and Father Figure Involvement in Pre-Kindergarten Head Start.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Administration for Children, Youth, and Families (DHHS), Washington, DC.

Pub Date—1999-12-00

Contract—90-YD-002

Note—29p.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: http://www.ncoff.gse.upenn.edu.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Comparative Analysis, Daughters, \*Fathers, Intervention, Mothers, Parent Attitudes, \*Parent Child Relationship, \*Parent Participation, \*Predictor Variables, \*Preschool Children, Preschool Education, Sons

Identifiers—Ecological Perspective, \*Project Head Start

This study used an ecological framework to examine predictors of paternal involvement in urban Head Start programs among 134 fathers and father figures with preschool-age children. Paternal involvement measures included teacher and father perceptions of participation, as well as amount of time as obtained from daily record sheets. The findings of the study indicated that characteristics of the child, father, family, and Head Start program predicted paternal involvement in Head Start. Fathers were more involved with their sons and with Head Start sites that provided programmatic support for male involvement. Involvement was also positively related to paternal nurturance and mother involvement in Head Start. The results also suggested that teachers were better judges than fathers of the amount of involvement in Head Start. Findings pose implications for Head Start programs. (Contains 59 references.) (Author/KB)

**ED 454 983 PS 029 613**

**The Father Poverty and Social Vulnerability Roundtable (Philadelphia, Pennsylvania, December 16-17, 1999). Fathers and Families Second-Tier Roundtable Series.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Pub Date—1999-12-00

Note—45p.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncoff.gse.upenn.edu. For full text: http://www.ncoff.gse.upenn.edu.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Caseworker Approach, \*Child Support, Employed Parents, \*Fathers, Inner City, Low Income Groups, Parent Child Relationship, Parent Participation, \*Poverty, \*Public Policy, Racial Discrimination, Research Needs, Social Services, Welfare Recipients, \*Welfare Services

Identifiers—Welfare Reform, Working Poor

In December 1999, approximately 50 researchers, policymakers, practitioners, and other special-

ists in the field of fathers and families convened the Father Poverty and Social Vulnerability Roundtable. This report synthesizes the discussion of the themes of the roundtable and their implications for policymaking, the directions they indicate for future research, and the lessons they impart for practice. The first section of the report contains summaries of the research papers presented, as well as discussants' and participants' commentaries. The second section describes the current and emerging issues in father poverty and social vulnerability that emerged during the roundtable discussions. The third section explores the implications of the issues raised for policymaking. The fourth section offers new directions for research that arose from the discussion. The fifth section describes lessons learned for practice. The document concludes with the roundtable agenda and a list of participants. (KB)

ED 454 984 PS 029 614

Nsamenang, A. Bame

**Fathers, Families, & Child Well-Being in Cameroon: A Review of the Literature.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2000-07-00

Note—19p.

Available from—National Center on Fathers and Families, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Box 58, Philadelphia, PA 19104-6216. Tel: 215-573-5500; Fax: 215-573-5508; e-mail: mailbox@ncff.gse.upenn.edu. For full text: <http://www.ncff.gse.upenn.edu>.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Children, \*Cultural Influences, \*Fathers, Foreign Countries, \*Parent Child Relationship, Parent Influence, Parent Responsibility, Parent Role, Sex Differences, \*Well Being

Identifiers—Cameroon, Division of Labor (Household)

This review discusses fatherhood in Cameroon in the context of anthropological, sociological, and psychological literature. With a focus on the family, the review examines the image and role of the father, the division of labor by gender, and the changing value of the Cameroonian father. The review notes that Cameroonian culture assigns the bulk of family subsistence work to women and siblings. While this culture sanctions the father's authority over the family and its resources, it fails to specify his child care role. Evidence for the effects of father presence on children is preliminary, and considerable work remains to be done. (Contains 30 references.) (Author/KB)

ED 454 985 PS 029 616

Gadsden, Vivian Wortham, Stanton Wojcik, Teresa

**How Urban Fathers Represent the Transition to Fathering: A Discourse Analysis of Fathering Narratives.**

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2001-04-14

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). This study is part of a larger work with Aisha Ray and Howard Pinderhughes.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Black Family, Discourse Analysis, \*Family Relationship, Fatherless Family, \*Fathers, Individual Development, \*Parent Attitudes, \*Parent Child Relationship, Personal Narratives, Pilot Projects, Sex Role

Identifiers—African Americans, \*First Time Fathers, Intergenerational Learning, \*Intergenerational Relationship, Narrative Inquiry

Noting that researchers rarely ask urban fathers about their perspectives and choices regarding fatherhood, this pilot study examined the experiences of urban fathers, focusing on their views of the challenges of fatherhood and how they

accounted for both their irresponsible and their promising fathering behaviors; the study's larger goal will be uncovering factors that enable young urban fathers to become involved with their children. Participating in the study were 15 fathers from Indianapolis who were participating in a voluntary fathering program. Data were gathered by means of semi-structured, in-depth interviews, which included questions about barriers to employment and interaction with their children. Fathers had an opportunity to tell stories about their childhoods, relations with their parents, their relationship with the mother(s) of their children, and their activities with their children. Narrative analysis focused on the patterns of voices used to characterize intergenerational learning/relations and transformative events. Findings indicated that most of the fathers reported that they are trying to break out of the intergenerational pattern of father absence, with this effort motivated by some transformative event such as absence of the child or incarceration. They are constructing new or different identities for themselves around fathering, and their own development, education, and sense of responsibility. They struggle to rework their positions with respect to the street, the home, and the system, to make the transition from biological father to committed parent. Fathers represented a typical male developmental progression from the mother's home to the street. The court system was presented as hostile, racist, and irrational. (Contains 14 references.) (KB)

ED 454 986 PS 029 617

Abbott, Lesley, Ed. Nutbrown, Cathy, Ed.

**Experiencing Reggio Emilia: Implications for Pre-School Provision.**

Report No.—ISBN-0-335-20703-0

Pub Date—2001-00-00

Note—176p.

Available from—Open University Press, 325 Chestnut Street, Philadelphia, PA 19106 (14.99 British pounds). E-mail: [enquires@openup.co.uk](mailto:enquires@openup.co.uk); Web site: <http://www.openup.co.uk>.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Educational Practices, Inclusive Schools, Learning, Mother Attitudes, Parent School Relationship, \*Play, \*Preschool Education, Preschool Teachers, Professional Development, \*Reggio Emilia Approach, Special Education, Special Needs Students, \*Teacher Attitudes, \*Teacher Role

Noting that the approach to early childhood education of Reggio Emilia, Italy, has gained worldwide recognition as it challenges accepted approaches, this book reflects the impressions and experiences of the Reggio Emilia approach gained by a range of early childhood educators following a study visit to the region. The book focuses on key issues such as staffing, training, working with parents, play, learning, and the culture of early childhood and special educational needs. The chapters are: (1) "Experiencing Reggio Emilia" (Cathy Nutbrown and Lesley Abbott); (2) "Perceptions of Play—A Question of Priorities?" (Lesley Abbott); (3) "Listening and Learning" (Wendy Scott); (4) "Quality and the Role of the 'Pedagogista'" (Cynthia Knight); (5) "Sunniva's Extra Pocket—A Parent's Reflections" (Caroline Hunter); (6) "Sam's Invisible Extra Gear—A Parent's View" (Jenny Leask); (7) "Special Needs or Special Rights?" (Sylvia Philips); (8) "A Question of Inclusion" (Angela Nurse); (9) "Creating Places for Living and Learning" (John Bishop); (10) "She's Back!" The Impact of My Visit to Reggio Emilia on a Group of 3- and 4-Year-Olds" (Christine Parker); (11) "Journeying above the 'Sea of Fog': Reflections on Personal Professional Development Inspired by Reggio" (Robin Duckett); (12) "A Journey into Reality" (Kath Hirst); (13) "Creating a Palette of Opportunities: Situations for Learning in the Early Years" (Cathy Nutbrown); (14) "The Otherness of Reggio" (Peter Moss); and (15) "Questions and Challenges—Continuing the Dialogue" (Lesley Abbott and Cathy Nutbrown). (KB)

ED 454 987 PS 029 618

Verhellen, Eugene

**Convention on the Rights of the Child: Background, Motivation, Strategies, Main Themes. Third Edition.**

Report No.—ISBN-90-441-1081-0

Pub Date—2000-00-00

Note—193p.

Available from—Gent University, Children's Rights Centre, H. Dunantlaan 2-9000, Gent, Belgium (795 Belgian Francs).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Child Labor, Child Welfare, \*Children, \*Children's Rights, Civil Liberties, Competence, Compliance (Legal), Cultural Influences, Elementary Secondary Education, Foreign Countries, Intervention, Legal Responsibility, Mass Media, Mentors, \*Social Attitudes, Sociocultural Patterns, Theories

Identifiers—Europe, \*United Nations Convention on Rights of the Child

Noting that the adoption and entry into force of the U.N. Convention on the Rights of the Child in 1989 was an important milestone in history reflecting the changing image of the child, this book examines the relationship between education and children's rights. Chapter 1 deals with motivation, the different but interconnected reasons for increased attention to the situation of children, stressing the historical social construction of the child-image. Chapter 2 describes various strategies for improving children's situation, highlighting the debate around children's competence. Chapter 3 examines wider developments in history, emphasizing the human rights project and the part played by the changing child-image. Chapter 4 discusses the history, content, and monitoring procedure of the Convention on the Rights of the Child. Chapter 5 concerns monitoring and focuses on the quality requirements for effective monitoring. Chapter 6 presents information on the practical applicability of the Convention on the Rights of the Child in the areas of education, welfare, child labor, and the media. Chapter 7 examines the consequences of the changing child-image and of the human rights project in the European region, concentrating on the tension between human rights and separate children's rights and the way this conflict is handled in Europe. Five appendices include the Geneva Declaration (1924), the U.N. Declaration on the Rights of the Child (1959), the Convention on the Rights of the Child (1989), and the Optional Protocol to the Convention regarding the involvement of children in armed conflict (2000), and sale of children, child prostitution, and child pornography. (Contains 64 references.) (KB)

ED 454 988 PS 029 619

Appleton, Julie McCrea, Nadine Patterson, Carla

**Do Carrots Make You See Better? A Guide to Food and Nutrition in Early Childhood Programs.**

Report No.—ISBN-0-87659-264-7

Pub Date—2001-00-00

Note—409p.; Original version published in Australia as "There's More to Food Than Eating" and was sponsored by the State of Queensland (Department of Families, Youth, and Community Care, Office of Child Care). It was published by Pademelon Press, 1999.

Available from—Gryphon House, Inc., P.O. Box 207, Beltsville, MD 20704 (\$19.95). Tel: 800-638-0928 (Toll Free). Web site: <http://www.gryphonhouse.com>.

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, \*Day Care, Early Childhood Education, Experiential Learning, Food, \*Learning Activities, \*Nutrition, \*Nutrition Instruction, \*Young Children

Noting that young children learn about food and nutrition through food preparation, eating together, play, science activities, and games, this resource guide addresses food learning and nutritional provisions in early childhood programs. The guide is designed to meet the needs of children and adults in



child care centers, family child care programs, preschools, kindergartens, and before- and after-school programs. The guide presents six approaches to food learning with suggestions for many hands-on activities: (1) children's decision making; (2) science and mathematics; (3) food cycles; (4) language, drama, and social studies; (5) physical activities and motor skills; and (6) food selection, preparation, and presentation. Suggestions are also offered about food provision in early childhood settings. The chapters are: (1) "An Introduction to Food Foundations," discussing the values of foods and eating, adult roles in facilitating food events with children, and the kinds of learning children gain from a variety of food opportunities; (2) "A Framework for Learning about Food," focusing on key principles for formal and informal curricula, learning and teaching considerations, and the learning process; (3) "Approaches to Children's Food Learning," introducing the six approaches and including sample activities; (4) "Food and Nutrition Issues and Information," discussing nutrition guidelines, infants' and children's nutritional needs, special food needs, meal planning, safety and food hygiene, and information for parents; (5) "Making Decisions about Food Foundations," including information on children's rights, negotiating food foundations, sample food education and nutrition policies, and a management process for food issues in early childhood programs. (Contains references and recommended readings organized by chapter.) (KB)

ED 454 989

PS 029 621

# **Living Arrangements: A Closer Look at Families.**

University of South Florida, Tampa. Louis de la Parte Florida Mental Health Inst.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—2001-01-00

Note—11p.

Available from—Center for the Study of Children's Futures, Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida, 13301 North Bruce B. Downs Blvd., Tampa, FL 33612-3807. Tel: 813-974-7411; Web site: <http://www.floridakidscount.org>.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

## **EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Births to Single Women, Child Health, \*Children, \*Counties, Divorce, Family (Sociological Unit), \*Family Structure, Health Insurance, Poverty, \*Social Indicators, Trend Analysis

Identifiers—\*Florida, \*Indicators, Living Arrangements

This Kids Count pamphlet provides information on the living arrangements of Florida's children, focusing on family types. Drawing on information from the 1997 National Survey of America's Families, the Current Population Survey, and the National Center for Health Statistics, the pamphlet presents information on changes in America's families, children's current living arrangements, and children's health insurance status. The pamphlet provides data for Florida and the nation as a whole on the percent of children living in various family structures and their attitudes toward doing well in school, their number of activities, and child poverty level. County data are presented in tabular format on indicators that may influence family structure, including marriage dissolutions and number of births by age group. The percent of children in Florida and nationwide in different types of families without health insurance is also presented. The pamphlet notes that an increase in births to unmarried women is one of the contributors to an increase in children living with one parent. Findings indicate that in Florida, 64 percent of children under 18 lived in two-parent families, 28.4 percent in mother-only families, and 3.8 percent in father-only families. Almost 19 percent of Florida children were uninsured, regardless of family type. In homes maintained by one or both grandparents in Florida, 35 percent of children were uninsured. The pamphlet concludes with definitions and data sources. (KB)

ED 454 990

PS 029 622

O'Keeffe, Abigail Tuttle

# **It's Not What Mothers Do but the "Reasons" That They Do It: Maternal Reasons for Employment Decisions and Mothers' Well-Being.**

Pub Date—2001-04-00

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

## **EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Employed Parents, \*Employed Women, Family Work Relationship, Individual Differences, Infants, \*Mothers, \*Motivation, \*Well Being, Work Attitudes, Working Hours

This study examined: (1) What reasons do mothers of 6- and 15-month-old babies give for returning to work?; (2) Are there broad dimensions of reasons why mothers return to work?; (3) Do the reasons mothers report returning to work differ according to mothers' education, income, occupation, or number of hours at work?; (4) Are the reasons mothers report returning to work related to their psychological well-being?; and (5) Do reasons for returning to work and a number of hours of employment interact to affect well-being? Examination of data from Phase I of the NICHD Study of Early Childcare indicated that: (1) most mothers report returning to work for financial and personal fulfillment reasons; (2) personal fulfillment, financial, and parenthood dimensions exist in the present data, and these dimensions correspond with the types of reasons for employment suggested by related historical, empirical, and descriptive literature; (3) dimensions of reasons for employment were not associated with subjects' individual differences or well-being; (4) hours of employment and dimensions of reasons for employment may interact to affect mothers' well-being—in particular, personal fulfillment reasons for employment were related to lesser well-being when mothers work fewer hours when babies are very young, but when babies are older, this relationship is reversed; and (5) measured reasons for employment may not have differentiated mothers according to their most salient reasons for returning to work, and future research using measurement strategies to address this may find more systematic relations with maternal well-being. (EV)

ED 454 991

PS 029 623

Li, Tsui-Shan Huang, Pei-chi Lee, Jo-Chin

# **Excitement and/or Frustration: Chinese Father's Experiences in Taiwan.**

Pub Date—2001-04-00

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

## **EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Child Rearing, \*Emotional Experience, \*Father Attitudes, Fathers, Foreign Countries, \*Parent Child Relationship, Parent Role Identifiers—\*Chinese People, Taiwan

This study explored personal feelings of Chinese fathers in Taiwan regarding the child-rearing process. Interviews with fathers of preschoolers indicated that fathers' experiences can be categorized into eight core feelings: (1) self-value (feelings of being needed and capable of being a father); (2) fulfillment (feelings that life is satisfactory and rewarding after having children); (3) intimacy (feelings of being close to their children); (4) continuity (feelings that their lives are continued by having children who resemble them); (5) worry (feelings of being bothered by the development of their children); (6) being trapped (feelings of no way out of the great responsibility); (7) tiredness (feelings of being exhausted physically and mentally); and (8) frustration (feelings of being unable to deal with children's problems). The study concluded that fathers in Taiwan no longer confine themselves to limited, traditional chores of child rearing. (Contains 19 references and 2 tables.) (EV)

ED 454 992

PS 029 624

Barry, Virginia M., Ed. Cantor, Patricia, Ed.

# **Focus on Infants & Toddlers (Ages 0-3): A Quarterly Newsletter for the Education Community, 1999-2000.**

Association for Childhood Education International, Olney, MD.

Pub Date—2000-00-00

Note—34p.

Available from—Association for Childhood Education International, 17904 Georgia Avenue, Suite 215, Olney, MD 20832.

Journal Cit—Focus on Infants and Toddlers; v12 n1-4 Fall 1999-Sum 2000

Pub Type— Collected Works - Serials (022)

## **EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Brain, Caregiver Child Relationship, Caregiver Role, \*Child Caregivers, Child Development, \*Child Rearing, Childhood Needs, Disabilities, Early Intervention, Family Relationship, Games, Hazardous Materials, Inclusive Schools, \*Infant Care, Infants, Language Acquisition, Nutrition, Partnerships in Education, \*Play, Preschool Education, Toddlers

These four quarterly newsletter issues address various topics of interest to child caregivers. Each issue focuses on a theme and includes articles on that theme, along with regular news or vice president's columns. The Fall 1999 issue addresses family play and seeks to encourage families to regard play as a way of relaxing and finding contentment together. The issue includes articles on family fun with young children with disabilities and on family games. The Winter 1999 issue celebrates infant/toddler teachers, and its articles discuss the implications of new brain research for such teachers, preparing infant/toddler teachers for inclusion of children with disabilities, and the pioneering work of Harriet Johnson. The Spring 2000 issue's theme is young children's brain growth and development. The issue's articles discuss infant nutrition and brain development, language and the developing brain, and eliminating hazards to brain development in children's environments. The Summer 2000 issue focuses on the art of caring for young children, with an article on the benefits of establishing partnerships between child care providers and early intervention specialists, and another discussing crucial factors in working with young children, such as self-awareness and working with parents. (EV)

ED 454 993

PS 029 629

# **Estados Unidos puede tomar la delantera en la educación: 50 consejos útiles (The United States Can Take the Lead in Education: 50 Suggestions).**

Education Excellence Partnership, Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Pew Charitable Trusts, Philadelphia, PA.

Pub Date—2000-00-00

Note—21p.; Additional funding from Mercer Management Consulting, The MCI Foundation, and Young & Rubicam, Inc. For English related document, see ED 382 312.

Available from—Education Excellence Partnership, 1615 L Street, NW, Suite 1100, Washington, DC 20036.

Language—Spanish

Pub Type— Guides - Non-Classroom (055)

## **EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, Administrators, Educational Attitudes, \*Educational Improvement, \*Educational Objectives, Elementary Secondary Education, Employers, \*Parents as Teachers, Preschool Education, \*School Readiness

Identifiers—Goals 2000

The Spanish-language booklet lists ways that parents, employers, teachers, administrators, principals, and grandparents, neighbors, and concerned citizens can help America reach the National Education Goals. First, the booklet summarizes the National Education Goals in the areas of school readiness; school completion; student achievement and citizenship; mathematics and science educa-

tion; safe, disciplined, and alcohol and drug-free schools; teacher education and professional development; and parent involvement. Next, 19 specific activities for parents are listed in the areas of "Get Everyone in the Habit of Reading," "Expect Hard Work," "Maintain High Expectations," and "Expect Learning To Be a Round-the-Clock Endeavor." The booklet then lists nine ways that employers can support education under the headings, "Expect Good Students To Make Better Workers," "Promote Parent Involvement in the Education of Their Children," and "Encourage High Expectations from Schools and Students." The 12 recommendations for teachers, administrators, and principals fall in the categories of "Expect More of Staff, Parents, and Students"; "Expect Everyone To Get into the Act"; and "Be a Part of a Teaching Community." Finally, the booklet recommends 10 ways in which grandparents, neighbors, and concerned citizens can raise the expectations of children, parents, and school officials. (HTH)

**ED 454 994** PS 029 631

LeBlanc, Patrice R. Lacey, Candace Adler, Alison

**A Case Study of the Implementation of Conflict Resolution in a Second Grade Classroom.**

Pub Date—2000-04-00

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*Conflict Resolution, Conventional Instruction, Discipline, \*Grade 2, Primary Education, \*Program Effectiveness, Program Evaluation, Program Implementation, Student Attitudes, Student Behavior, Teaching Styles, Trust (Psychology)

This case study evaluated a second grade teacher and her students and the implementation of a conflict resolution program in the classroom; the goals of the evaluation were to provide descriptive data on the success or failure of the program and why those results occurred, and to make recommendations for program improvement. The study used multiple collection methods for data. Findings indicated that the teacher improved her effectiveness in classroom management and discipline, students felt safe, and both the teacher and the students successfully used conflict resolution. However, students were not self-regulating of their behavior, nor was mutual trust experienced in the classroom. These findings may be attributed to the teacher's traditional teaching philosophy and style, which are opposed to the constructivist philosophy that is the basis of conflict resolution. The paper concludes with recommendations for policy and practice based on the results of the study for the consideration of educators. (Contains 63 references.) (EV)

**ED 454 995** PS 029 632

Sumsion, Jennifer

**A Phenomenological Case Study of Staff Attrition in Early Childhood Education.**

Spons Agency—Macquarie Univ., North Ryde (Australia); Australian Research Council.

Pub Date—2001-04-00

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*Early Childhood Education, \*Faculty Mobility, Foreign Countries, Longitudinal Studies, Phenomenology, \*Preschool Teachers, \*Teacher Attitudes, Teaching (Occupation), Teaching Experience

This paper reports on a phenomenological case study that explored the blossoming and wilting of an early childhood educator's career commitment and her eventual decision to leave the field. Spanning a 7-year period, the study employs representation and analysis of metaphors as heuristic tools to illuminate the lived experience of becoming, being, and unbecoming an early childhood educator. The

study highlights the need to explore further the interplay between personal, relational, and contextual influences in order to develop a more comprehensive understanding of staff attrition. (Contains 42 references and 8 figures.) (Author)

**ED 454 996** PS 029 633

Sumsion, Jennifer

**Workplace Violence in Early Childhood Settings: A Counter Narrative.**

Spons Agency—Macquarie Univ., North Ryde (Australia); Australian Research Council.

Pub Date—2001-04-00

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Change Agents, Critical Theory, \*Criticism, Discourse Analysis, \*Early Childhood Education, Foreign Countries, \*Interprofessional Relationship, \*Preschool Teachers, Resistance to Change, Teacher Attitudes, \*Teaching (Occupation), \*Violence

Identifiers—Australia, \*Caring, Narrative Inquiry

Noting that portrayals of early childhood settings as communities of care distinguish them from other education contexts, this paper presents a counter-narrative that focuses on workplace tensions experienced by an Australian preschool teacher. The counter-narrative was informed by informal interviews held 4 times yearly over a period of 7 years following graduation from an early childhood teacher education program and focused on her new position as a teacher of 3- to 4-year-olds in a community-managed preschool. The paper draws on Soerst and Bryant's conceptualization of violence as omission, repression, and alienation to deconstruct the counter-narrative and thereby identify a range of forces (individual, organization, structural-cultural) that may contribute to workplace violence in early childhood settings. The underlying assumption of the paper is that early childhood practitioners need to problematize prevailing non-critical constructions of early childhood settings as exemplifying communities of care if the field is to work more effectively toward realizing this ideal. (Contains 31 references.) (KB)

**ED 454 997** PS 029 634

**Research Notes, 2000.**

National-Louis Univ., Wheeling, IL. Center for Early Childhood Leadership.

Spons Agency—McCormick Tribune Foundation, Chicago, IL; Illinois State Dept. of Human Services, Springfield. Developmental Disabilities Services.

Pub Date—2000-00-00

Note—6p.; For 1999 issues, see ED 431 561. Published twice a year.

Available from—Center for Early Childhood Leadership, National-Louis University, 1000 Capitol Drive, Wheeling, IL 60090-7201. Tel: 800-443-5522 (Toll Free); Web site: <http://www.nl.edu/cecl>.

Journal Cit—Research Notes; Fall-Win 2000

Pub Type—Collected Works - Serials (022)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Administrators, Day Care Centers, \*Early Childhood Education, Fringe Benefits, Interpersonal Competence, \*Leadership, Learning Readiness, Periodicals, \*Research and Development, \*Theory Practice Relationship

This document consists of the two 2000 issues of a semiannual newsletter that provides current information and research on leadership and administrative issues in early childhood education. The Fall 2000 issue discusses the use of research to promote sound policy and practice in early care and education, focusing on the implications of research in social and emotional competence, brain development, and adults' understanding of child development for the field of early care and education. The Winter 2000 issue is the second in a series of Research Notes to summarize the findings of the 1999 Illinois Early Childhood Directors' Salary

Survey and focuses on employee benefits. Information is provided on the types and number of benefits received, the size of benefits, and benefits in comparison to those of teaching staff. (KB)

**ED 454 998** PS 029 635

Apel, Kenn. Masterson, Julie J.

**Beyond Baby Talk: From Sounds to Sentences—A Parent's Complete Guide to Language Development.**

Spons Agency—American Speech-Language-Hearing Association, Rockville, MD.

Report No.—ISBN-0-7615-2647-1

Pub Date—2001-00-00

Note—226p.

Available from—Prima Publishing, 3000 Lava Ridge Court, Roseville, CA 95661 (\$15). Tel: 800-632-8676 (Toll Free); Fax: 916-787-7001; e-mail: [sales@primapub.com](mailto:sales@primapub.com); Web site: <http://www.primalifestyles.com>.

Pub Type—Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Birth Order, \*Child Development, Child Language, Cultural Influences, Day Care Effects, Emergent Literacy, \*Language Acquisition, Language Impairments, Mass Media Effects, \*Parent Child Relationship, \*Parent Influence, Parent Materials, Sex Differences, \*Young Children

Identifiers—Language Delayed

Noting that the early years of a child's life are the most critical for speech and language development and that parents are the child's primary language role model, this book is designed to help parents become knowledgeable on the topic of child language development during their first six years. Chapter 1 covers the infant's first year and the skills being developed to prepare for the first spoken words. Chapter 2 discusses the baby's first words during the second year of life, identified as a critical period of development for children and one that depicts the complex skill of language in many ways. Chapter 3 provides a wealth of information about the toddler's movement from one-word sentences to multi-word sentences. Chapter 4 discusses the language development of five- and six-year-olds, focusing on the completion of the major developmental portion of learning about spoken language and learning the foundation skills for written language. Chapters 5 through 8 present information on various influences on language development: gender, birth order, culture, media, and child care. Chapter 9 provides suggestions for parents if they suspect their child has a language delay. (Contains 85 references.) (KB)

**ED 454 999** PS 029 636

Wolfe, Patricia

**Brain Matters: Translating Research into Classroom Practice.**

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-517-3

Pub Date—2001-00-00

Note—219p.

Available from—Association for Supervision and Curriculum Development, 1703 North Beauregard Street, Alexandria, VA 22311-1714 (\$21.95, ASCD members; \$25.95, nonmembers). Tel: 800-933-2723 (Toll Free); Tel: 703-578-9600; Fax: 703-575-5400; Web site: <http://www.ascd.org>; e-mail: [member@ascd.org](mailto:member@ascd.org).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Anatomy, Auditory Perception, \*Brain, \*Cognitive Processes, \*Educational Practices, Elementary Secondary Education, Learning Processes, Long Term Memory, Memory, Models, Neuropsychology, Physiology, Research and Development, Simulation, Teaching Methods, \*Theory Practice Relationship, Visual Perception

Identifiers—\*Brain Development, \*Neuroimaging, Working Memory

Maintaining that educators need a functional understanding of the brain and how it operates in order to teach effectively and to critically analyze the vast amount of neuroscientific information

being published, this book provides information on brain-imaging techniques and the anatomy and physiology of the brain. The book also introduces a model of how the brain processes information, exploring implications of this process for classroom practice, and presents examples of teaching strategies that match how the brain learns best. The chapters are: (1) "Opening the Black Box of the Brain"; (2) "Brain Anatomy—A Short Course: Neurons and Subcortical Structures"; (3) "Brain Anatomy—A Short Course: The Cortex"; (4) "How Neurons Communicate"; (5) "Sensory Memory: Getting Information into the Brain"; (6) "Working Memory: The Conscious Processing of Information"; (7) "Long-Term Memory: The Brain's Storage System"; (8) "Making Curriculum Meaningful through Problems, Projects, and Simulations"; (9) "Using the Visual and Auditory Senses to Enhance Learning"; and (10) "A Toolkit of Brain-Compatible Strategies." The book concludes with a glossary of relevant terms. (Contains 94 references.) (KB)

**ED 455 000** PS 029 637

*Scofield, Richard T., Ed.*

**School-Age NOTES, 2000-2001.**

Report No.—ISSN-0278-3126

Pub Date—2001-00-00

Note—98p.; For 1999-2000 issues, see ED 443 533. Published monthly.

Available from—School Age NOTES, P.O. Box 40205, Nashville, TN 37204 (12-issue subscription, \$26.95). Tel: 800-410-8780 (Toll Free); Tel: 615-279-0700; Fax 615-279-0800; Web site: <http://www.schoolagenotes.com>.

Journal Cit—School-Age NOTES; v21 n1-12 Sep 2000-Aug 2001

Pub Type—Collected Works - Serials (022)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—\*After School Education, \*After School Programs, Art Activities, Classroom Design, Credentials, Divorce, Dramatic Play, Elementary Education, Elementary School Students, Enrichment Activities, Family Life, Holidays, Literacy, Newsletters, Praise, \*School Age Day Care, Science Activities, Summer Programs

Identifiers—Transitional Activities

This document is comprised of the 12 monthly issues of a newsletter providing support and information for providers of child care for school-age children. The featured articles for each month are: (1) "Re-Evaluating Praise" (September); (2) "Making the Season Brighter: Tips To Create More Inclusive Holiday Programs" (October); (3) "Transitions: Changes in Place, Time, and Experience" (November); (4) "Status of SAC Credentialing" (December); (5) "Children and Divorce: How Staff Can Manage the Aftermath" (January); (6) "The Human Side of Space and Environment" (February); (7) "Literacy in After-School & Summer Programs" (March); (8) "Summer & School-Ages' Developmental Needs" (April); (9) "How Art Helps Children Grow: 7 Good Things for You To Know" (May); (10) "Summertime Studies: Science & Art Activities" (June); (11) "Dramatic Play: More than Pretending" (July); and (12) "Supporting Family Diversity" (August). Regular features in the newsletter include activity suggestions, information on conferences and resources, and editorials. (EV)

**ED 455 001** PS 029 638

*Barillas, Roxana Horner, Dawn*

**WIC: A Door to Health Care for California's Children.**

California WIC Association, Sacramento.; Children's Partnership, Santa Monica, CA.  
Spons Agency—California Endowment, Woodland Hills.

Pub Date—2000-07-00

Note—33p.

Available from—California WIC Association, 1010 11th Street, Suite 310, Sacramento, CA 95814. Tel: 916-448-2280; e-mail: [cwa@tomatoebw.org](mailto:cwa@tomatoebw.org); Web site: <http://www.wicwlc.org>.

Pub Type—Reports - Evaluative (142)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Child Health, \*Coordination, Eligibility, \*Enrollment, \*Health Insurance, Models, \*Outreach Programs, State Federal Aid,

State Programs, Welfare Recipients, Welfare Services

Identifiers—\*California, \*Women Infants Children Supplemental Food Program

About 1.5 million uninsured children in California are eligible for Medi-Cal or Healthy Families, the state's primary public health insurance programs for children. The Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides a natural entry point for reaching these eligible families. This briefing report was written for WIC specialists, health professionals, agency officials, and policymakers to provide a road map of policy strategies for increasing health insurance outreach and enrollment activities through WIC sites. The report includes a brief review of the WIC, Medi-Cal, and Healthy Families programs, and a look at the data available on the health insurance status of children enrolled in WIC. The report also presents an examination of WIC's current health insurance outreach and enrollment activities, including a look at some California best practices and models elsewhere in the nation. This framework is followed by an analysis of some of the challenges involved with strengthening California WIC's linkage to health care, and recommendations for moving forward. (EV)

**ED 455 002** PS 029 639

**Collaborative Partners: California's Experience with the 1997 Head Start Expansion Grants.**

California State Dept. of Education, Sacramento. Head Start-State Collaboration Office.

Spons Agency—Administration for Children and Families (DHHS), Washington, DC.

Report No.—ISBN-0-8011-1491-8

Pub Date—2000-00-00

Note—55p.

Available from—California State Department of Education, CDE Press, Sales Office, P.O. Box 271, Sacramento, CA 95812-0271 (\$12.50, plus shipping). Fax: 916-323-0823.

Pub Type—Reports - Research (143)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—\*Cooperative Programs, Coordination, Eligibility, Federal Aid, Federal Programs, Incentive Grants, \*Partnerships in Education, Preschool Education, Program Descriptions, \*Program Implementation

Identifiers—Barriers to Implementation, California, \*Program Expansion, \*Project Head Start

This study surveyed Head Start grantees in California who had received federal funds to expand their programs through partnerships with local and state organizations or blended funding. The survey sought to provide a profile of the collaborative partnerships formed and identify best practices, program barriers and solutions, and unresolved issues. In addition to program demographics, findings included the following: (1) the most frequently noted strategy to establish partnerships was meeting with prospective partners early in the process and frequently. Also mentioned were setting common goals, being under the same umbrella organization, flexibility, and joint training; (2) local planning councils and resource and referral agencies were the resources most relied on for support; and (3) the single most pervasive barrier mentioned was the difference in state and federal income eligibility for families. Other barriers included differences in program cultures, differences in operating hours or days, differing fiscal requirements, the requirement that parents be given a choice of programs, and an inadequate number of facilities. (Includes a section describing state and federal activities affecting partnerships. Appendices contain summaries of the responses from each program and the survey.) (EV)

**ED 455 003** PS 029 640

**Quality Early Childhood Care and Education: Will You Know It When You See It? Indicators from Colorado's Quality Standards.**

Colorado State Dept. of Education, Denver.

Pub Date—2001-01-00

Note—6p.; For a related planning document, see

ED 402 032.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Caregiver Child Relationship, \*Day Care, \*Early Childhood Education, \*Educational Quality, Infant Care, Parent Materials, Program Evaluation, Young Children

Identifiers—Caregiver Behavior, Colorado, \*Day Care Quality, Day Care Selection, Program Characteristics, \*Quality Indicators, Quality of Care

This pamphlet from the Colorado State Board of Education lists activities that parents and caregivers should see in schools that are providing high-quality care and education for young children. The quality indicators are listed by age group (infant/toddler, 3- to 5-year-olds, 6- to 8-year-olds) and are presented as responses to the question, "When visiting a program, do you see?" Recommended activities for all age groups involve respect and responsiveness toward every child and providing appropriate educational materials. The pamphlet concludes with a list of quality indicators for all early education and care programs and for schools that are ready to teach children. (EV)

**ED 455 004** PS 029 643

*Stephenson, Randolph Poissant, Helene Dade, Marie-Odile*

**Third Graders' Self-Regulation and Self-Efficacy in a Concept Formation Task: Differences between Low and High Achievers.**

Pub Date—1999-04-00

Note—7p.

Pub Type—Reports - Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Cognitive Ability, Comparative Analysis, Concept Formation, Differences, \*Elementary School Students, Grade 3, \*High Achievement, \*Low Achievement, Metacognition, Primary Education, \*Self Efficacy

Identifiers—Self Regulated Learning, \*Self Regulation

This study explored the traditionally opposite psychological domains of cognition and emotion by investigating self-regulation and self-efficacy in third graders. The study assessed the relationship between cognitive self-regulation measurements (monitoring of time, planning, and persistence) and affective self-efficacy measurements (prediction of success and confidence in the result) in relation to school achievement (low or high) of third graders. In addition, the study analyzed the allocation of different activities of self-regulation between low and high achievers. Overall, few differences were found between high and low achievers in their self-regulation or self-efficacy (an exception was high achievers' increased attention to monitoring of time). Because high achievers performed better than low achievers on the experiment's concept-formation tasks, it was concluded that high achievers have a more realistic view of their own cognitive abilities than do low achievers. This conclusion was also supported by high achievers' greater efficiency in their use of different self-regulation activities. (EV)

**ED 455 005** PS 029 645

*van Kuyk, Jef J.*

**Pyramid Educational Method for 3 to 6-Year-Old Children: Theory and Research.**

Pub Date—2001-06-00

Note—27p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children's National Institute for Early Childhood Professional Development (10th, Washington, DC, June 10-13, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Compensatory Education, Disadvantaged Youth, \*Early Childhood Education, Early Intervention, Foreign Countries, High Risk Students, Longitudinal Studies, Minority Groups, \*Program Effectiveness, \*Teaching Methods

Identifiers—Netherlands

This study evaluated the effectiveness of the Pyramid method, an educational method for 3- to 6-year-olds. The Pyramid method seeks to improve



young children's chances for a successful primary school career, particularly among ethnic minorities (of Turkish, Moroccan, Cape Verdian, and Sunnam origins) and Dutch children of poorly educated parents. The study compared, over a 3 year period, the performance of a group of children participating in the Pyramid method to that of children in a control group. Findings indicated that the Pyramid method accelerated the development of children, both ethnic and Dutch, compared to the control group, with the greatest success when children entered the program in preschool. (Contains 41 references, 5 figures, and 4 tables.) (EV)

**ED 455 006** PS 029 646

Barnes, Bridget A. York, Steven M.

**Common Sense Parenting of Toddlers and Preschoolers. A Girls and Boys Town Program.** Father Flanagan's Boys' Home, Boys Town, NE. Report No.—ISBN-1-889322-41-5

Pub Date—2001-00-00

Note—285p.; Foreword by Ann Russell.

Available from—Boy's Town Press, Father Flanagan's Boys' Home, 14100 Crawford Street, Boys Town, NE 68010 (\$14.95). Tel: 800-282-6657 (Toll Free); Fax: 402-498-1310; Web site: <http://www.girlsandboystown.org/btpress>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavior Change, Behavior Problems, Child Development, \*Child Rearing, \*Discipline, Expectation, Family Environment, Family Life, Interpersonal Competence, \*Parent Child Relationship, Parent Role, Parents as Teachers, Praise, \*Preschool Children, Self Control, Stress Management, Timeout, \*Toddlers, Toilet Training

Identifiers—Daily Routines, Disciplinary Styles, Parenting Styles

Based on the view that parents need to balance nurturing behaviors that demonstrate love and affection with the discipline that children need in order to learn and thrive, this book presents the Common Sense Parenting program from Girls and Boys Town as adapted for parents of toddlers and preschoolers. Offering logical techniques and foundations for discipline, the program gives parents a blueprint for creating their own unique parenting style. The chapters are: (1) "As They Grow: Understanding Child Development"; (2) "Be Reasonable: Setting Expectations for Your Child"; (3) "It's Child's Play! Ways To Nurture Your Child"; (4) "Show and Tell: Your Role as a Teacher"; (5) "Cause and Effect: Using Consequences To Change Behavior"; (6) "Tell Them Why: Giving Reasons Kids Understand"; (7) "Way To Go! Using Praise Effectively and Often"; (8) "Step by Step: Teaching Social Skills to Kids"; (9) "An Ounce of Prevention: Teaching before Problems Occur"; (10) "Let's Take a Break! When and How To Use Time-Out"; (11) "Learning Right from Wrong: Dealing with Your Child's Misbehavior"; (12) "Take a Deep Breath: Making a Plan To Stay Calm"; (13) "...And Count to Ten! Teaching Your Child Self-Control"; (14) "All Together Now! Enhancing Family Life"; (15) "It's Just Routine! Toilet Training, Trips, Bedtime, and Meals"; and (16) "Putting It All Together: Your Own Parenting Plan." (KB)

**ED 455 007** PS 029 647

**Students Continually Learning: A Report of Presentations, Student Voices and State Actions.**

Council of Chief State School Officers, Washington, DC.; Forum for Youth Investment, Takoma Park, MD.

Report No.—ISBN-1-884037-68-2

Pub Date—2001-04-00

Note—111p.; Developed by Cynthia G. Brown, Karen Pittman, and Merita Irby.

Available from—Council of Chief State School Officers, One Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001. Tel: 202-336-7016; e-mail: [pubs@ccsso.org](mailto:pubs@ccsso.org).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, Early Childhood Education, \*Early Experience, \*Ed-

ucational Improvement, Educational Methods, Learning Motivation, Linking Agents, Public Education, School Readiness, State Action, \*Student Motivation, \*Time Factors (Learning)

Identifiers—Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO), a nationwide nonprofit organization of public officials who head state departments of elementary and secondary education, provides leadership on major education initiatives. In 1999, CCSSO embarked on the initiative "Students Continually Learning," which focused on three issues: early development and school readiness, extended time to learn to ensure that all students achieve standards, and student motivation. This report discusses the initiative, including CCSSO's 1999 Summer Institute held in Girdwood, Alaska with the help of the Forum for Youth Investment. Part 1 of the report serves as an overview and includes sections on early childhood care and development, extended learning opportunities, expanded learning and doing opportunities, and expanded definitions of learning. Part 2 summarizes presentations and discussion from the Summer Institute in each of the three areas addressed by the initiative. Part 3 presents CCSSO policy statements on early childhood and family education, extended learning opportunities, and student motivation. (Contains 15 references.) (EV)

**ED 455 008** PS 029 648

Peterson, Kristin Davison, Mark Wahlstrom, Kyla Himes, John Hjelseth, Leah Ross, Jesse Tucker, Michelle

**Fast Break to Learning School Breakfast Program: A Report of the First Year Results, 1999-2000.**

Minnesota Univ., Minneapolis. Center for Applied Research and Educational Improvement.; Minnesota Univ., Minneapolis. Office of Educational Accountability.; Minnesota Univ., Minneapolis. School of Public Health.

Spons Agency—Minnesota State Dept. of Children, Families, and Learning, St. Paul.

Pub Date—2001-02-00

Note—80p.

Available from—Office of Educational Accountability, University of Minnesota, 1313 5th Street, SE, Minneapolis, MN 55455. Web site: <http://www.education.umn.edu/oea>.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Achievement, Attendance, \*Breakfast Programs, Comparative Analysis, \*Differences, Elementary Secondary Education, Program Administration, Program Evaluation, Questionnaires, Scores, Student Participation

Identifiers—Minnesota, \*Universal School Breakfast Program

This study compared two types of school breakfast programs in Minnesota: Fast Break to Learning, a universal free breakfast program ("Fastbreak" schools), and programs with a sliding fee scale ("control" schools). Fastbreak and control schools were compared on several variables: (1) survey responses from principals and food service personnel regarding administration of the programs; (2) student participation rates; (3) attendance; and (4) statewide achievement test scores of third- and fifth-graders in reading, mathematics, and writing. Regarding administration, 95 percent of respondents believed serving breakfast had benefits; a much larger percentage of Fastbreak schools served breakfast after school started; and barriers to implementation most often included scheduling problems. Participation rates were much higher in Fastbreak than control schools, and participation increased by a greater percentage from 1998-99 to 1999-00 in Fastbreak schools. The increase was greatest among Fastbreak school students eligible for reduced-price lunch. Most average test scores increased more in Fastbreak schools than control schools, although this difference generally was weakened after controlling for other variables. Attendance data did not support any significant differences between program types. (Appendices include demographic, achievement, and participation data and survey forms. Contains 40 references.) (EV)

tion data and survey forms. Contains 40 references.) (EV)

**ED 455 009** PS 029 650

Kirova, Anna

**Social Isolation, Loneliness and Immigrant Students' Search for Belongingness: From Helplessness to Hopefulness.**

Pub Date—2001-04-00

Note—31p.; Paper presented at the Annual International Conference of the Association for Childhood Education (Toronto, Ontario, Canada, April 3-6, 2001).

Pub Type—Opinion Papers (120) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Educational Practices, Elementary Education, \*Elementary School Students, Foreign Countries, Helplessness, \*Immigrants, \*Loneliness, \*Peer Relationship, Personal Narratives, \*Social Isolation, \*Student Attitudes

Identifiers—\*Belongingness, Canada

The increase in global mobility has brought about the recent increase in the number of students who are not from the majority culture in classrooms across the United States and Canada and who report experiencing loneliness and social isolation. The students' loss of self-esteem and the development of learned helplessness are directly related to the persistence of their experiences of loneliness. This study analyzed 10 immigrant elementary school students' descriptions of their experience of loneliness, as part of a larger-scale interview study on loneliness in 75 Canadian elementary school students. Transcripts were analyzed from the point of view that deficits in affective, motivational, and cognitive areas are created as a result of the lack of a school culture of acceptance and belongingness. Students' remarks illustrated how lack of satisfying peer relationships leads to: (1) loneliness, lowered self-esteem, and lack of desire to go to school; (2) expectations to fail and reluctance to initiate social contacts; and (3) lack of confidence in their abilities. Findings suggest that pedagogical thoughtfulness and tactfulness on the part of the teacher are required so that immigrant students can be provided more opportunities to connect with their peers as they participate in shared meaningful experiences. Such experiences can provide all students and teachers with opportunities to relate to one another and to strengthen their sense of belongingness to the school community. (Contains 69 references.) (KB)

**ED 455 010** PS 029 651

Gower, Amy L. Hohmann, Lisa M. Gleason, Terry C. Gleason, Tracy R.

**The Relation among Temperament, Age, and Friendship in Preschool-Aged Children.**

Pub Date—2001-04-00

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age Differences, Cross Sectional Studies, \*Friendship, Peer Relationship, \*Personality, \*Physical Activity Level, \*Preschool Children, Preschool Education, Regression (Statistics), Sociometric Techniques

Identifiers—Impulsiveness, Soothability

Research on preschoolers' friendships has focused on superficial similarities but has not examined whether similarities exist between friends in personality characteristics such as temperament. This study examined the hypothesis that friends would have similar temperaments and that the relationship between temperament and friendship would be strengthened by age. Participating in the study were 75 children from 2 preschools who completed a sociometric interview. Also, the children's teachers completed a temperament questionnaire for each child. Regression analyses revealed that children's best friends and friends had levels of activity similar to those of the target child, and that soothability and impulsivity played only minor roles in preschool children's friendships. Findings

were examined in the context of the changing role of temperament in children's peer relationships over time. (KB)

**ED 455 011** PS 029 656

West, Sherrie Cox, Amy

**Sand and Water Play: Simple, Creative Activities for Young Children.**

Report No.—ISBN-0-87659-247-7

Pub Date—2001-00-00

Note—123p.; Illustrations by K. Whelan Dery.

Available from—Gryphon House, Inc., 10726

Tucker Street, Beltsville, MD 20705 (\$12.95).

Web site: <http://www.gryphonhouse.com>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Art Activities, Class Activities, Dramatic Play, \*Early Childhood Education, Learning Activities, Outdoor Activities, \*Play, Science Activities, \*Young Children  
Identifiers—Play Learning, \*Sand Play, \*Water Play

Based on the view that creative play and hands-on experiences are essential to the development of well-balanced children and that their teachers have the responsibility to create an environment that can stimulate children's senses and curiosity, this book provides activities incorporating the use of sand and water tables into the classroom on a daily basis. The introduction to the book presents general guidelines for keeping sand and water play safe and healthy and describes the format used for the activities. Activities are presented in seven areas: (1) art activities; (2) dramatic play activities; (3) environment activities; (4) outdoors activities; (5) science activities; (6) water activities; and (7) miscellaneous activities. Each activity description presents an objective, lists suggested materials, gives directions for setting up the activity, lists suggested open-ended questions, delineates vocabulary words on which to focus during the activity, and includes tips for enhancing the activity. The final two sections of the book contain charts for children to use during the activities and a recipe section, which includes recipes for "silly putty," "playdough," and soap paint. (KB)

**ED 455 012** PS 029 657

Washington, Joyce A.

**Report of the Detroit Public Schools Kindergarten Teacher Survey, 1999-2000.**

Detroit Public Schools, MI. Office of Research, Evaluation, and Assessment.

Pub Date—2001-06-00

Note—35p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Advertising, \*Enrollment Trends, \*Full Day Half Day Schedules, \*Kindergarten, \*Preschool Teachers, Primary Education, Program Improvement, \*Teacher Attitudes, Teacher Surveys

Identifiers—\*Detroit Public Schools MI, Program Characteristics

This study surveyed regular and extended-day kindergarten teachers in the Detroit public school system. Key findings included the following: (1) most respondents (63.6 percent) had 5 or more years experience in their current position; (2) respondents reported an average class size of 22.7 to 30.4 students; (3) most respondents perceived that their class enrollment had been steady over the past 2 or 3 years although actual enrollment had declined; and (4) teachers indicated that students and parents would benefit from full-day regular kindergarten, recommended additional fun activities such as field trips, and suggested that advertising would increase parent and community awareness. (Appendices contain the survey questions and responses, a list of participating schools, and a compilation of teacher comments and suggestions.) (EV)

**ED 455 013** PS 029 658

**A Parent's Guide to Internet Safety.**

Federal Bureau of Investigation, Washington, DC.

Crimes against Children Unit.

Pub Date—2001-00-00

Note—22p.

Available from—Federal Bureau of Investigation, Crimes Against Children Unit, 935 Pennsylvania Avenue, NW, Washington, DC 20535. Tel: 202-324-3666.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Child Safety, Children, \*Crime, \*Internet, \*Parent Materials, Pornography, Prevention, Victims of Crime  
Identifiers—Child Pornography, \*Exploitation, \*Sex Exploitation, Victimization

While online computer exploration opens a world of possibilities, children and adolescents online can be exposed to individuals who attempt to sexually exploit children through the use of online services and the Internet. This pamphlet, prepared from actual investigations involving child victims, was designed to help parents understand the complexities of online child exploitation and to prevent children and adolescents from becoming victims of crime. The pamphlet describes signs that a child might be at risk online, including their spending large amounts of time online, finding pornography on the child's computer, and the child receiving gifts or packages from someone unknown to the parents. Tips are given for parents if they suspect that their child is communicating with a sexual predator online, including talking openly with their child, reviewing what is on the child's computer, using Caller ID service, purchasing devices to show telephone numbers dialed from the home telephone, and contacting law enforcement agencies. In addition, steps parents can take to minimize the chances of an online exploiter victimizing their child are delineated, including talking to the child about sexual victimization, spending time with children online, keeping the computer in a common room rather than in the child's bedroom, using parental controls provided by the Internet service provider, and teaching the child responsible use of online resources. Specific instructions for children are also delineated. Answers to frequently asked questions about electronic mail and online services are answered. The pamphlet concludes with definitions of related terms and a list of phone numbers for field offices of the Federal Bureau of Investigation. (KB)

**ED 455 014** PS 029 660

Boisrova, Elena Leong, Deborah J.

**Tools of the Mind: A Case Study of Implementing the Vygotskian Approach in American Early Childhood and Primary Classrooms. Innodata Monographs 7.**

International Bureau of Education, Geneva (Switzerland).

Pub Date—2001-00-00

Note—43p.

Available from—International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland. Web site: <http://www.ibe.unesco.org>.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*Computer Managed Instruction, Early Childhood Education, \*Emergent Literacy, \*Instructional Innovation, Metacognition, Metalinguistics, Program Descriptions, Program Development, Program Evaluation, \*Skill Development, Teaching Methods, Theory Practice Relationship  
Identifiers—\*Vygotsky (Lev S)

This monograph, one in a series describing innovative educational practice, presents a case study of the Tools of the Mind project. This project, the result of collaboration between Russian and American education researchers, used the Vygotskian approach to create a series of tools or strategies for teachers to use in supporting the development of early literacy, including meta-cognitive and meta-linguistic skills as well as other foundational literacy skills. The monograph describes the development and piloting of the project, including the creation of the Early Learning Advisor, a computerized assessment system that provides direct advice to teachers on the developmental levels of their individual students, and gives them suggestions about how to apply the innovative teaching con-

cepts in their daily work in the classroom. The monograph also discusses an empirical evaluation of the project, which revealed that the strategies had a positive effect on literacy achievement in young children. (Contains 24 references.) (EV)

**ED 455 015** PS 029 661

Spock, Benjamin

**Dr. Spock on Parenting: Sensible, Reassuring Advice for Contemporary Parents.**

Report No.—ISBN-0-7434-2683-5

Pub Date—1988-00-00

Note—400p.; Edited by Martin T. Stein. Cover page varies.

Available from—Simon & Schuster Mail Order, 100 Front Street, Riverside, NJ 08075 (U.S., \$16.95; Canada, \$25.95). Fax: 212-632-8083; e-mail: [Consumer.CustomerService@simonandschuster.com](mailto:Consumer.CustomerService@simonandschuster.com); Web site: <http://www.SimonSays.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Attachment Behavior, Behavior Problems, Child Development, Child Health, \*Child Rearing, Childhood Attitudes, Childhood Needs, \*Children, Developmental Stages, \*Discipline, Divorce, Fathers, Infant Care, \*Infants, Nutrition, \*Parent Child Relationship, Parent Influence, Parent Role, Personality, \*Socialization, Stress Variables

Identifiers—First Time Fathers, First Time Mothers, Sleep Disorders

Compiling essays authored by Benjamin Spock and published in magazines, this book addresses the changing traditional family structure and the challenges faced by contemporary parents. The chapters are: (1) "Anxieties in Our Lives," discussing stressors, decisions regarding work, and late parenting; (2) "Being a Father Today," examining aspects of the father's role as model, companion, disciplinarian, and teacher of sexual equality; (3) "Divorce and the Consequences," including custody solutions; (4) "The New Baby," concerning infant care in the first three months; (5) "Sleep Problems," including such problems in children at various ages and the family bed; (6) "Discipline," including discussions of disciplinary styles, punishment, and arguments with children; (7) "Stages of Childhood," including information on weaning, conscience development, toy selection, and children's thoughts about their parents; (8) "Difficult Relationships," including relationships with the child's doctor and teacher; (9) "Severe Behavior Problems," discussing bad language, stealing, lying, cheating, whining, and anxiety about school; (10) "Influencing Personality and Attitudes," including discussions of curiosity, sociability, idealism of sex and marriage, and God and religion in the agnostic family; and (11) "Health and Nutrition," including information on teaching health attitudes and good eating habits, infant diet, and how to talk to children about sexuality and love. (KB)

**ED 455 016** PS 029 662

Spock, Benjamin

**Dr. Spock's the First Two Years: The Emotional and Physical Needs of Children from Birth to Age Two.**

Report No.—ISBN-0-7434-1122-6

Pub Date—2001-00-00

Note—175p.; Edited by Martin T. Stein.

Available from—Simon & Schuster Mail Order, 100 Front Street, Riverside, NJ 08075 (U.S., \$13.95; Canada, \$21.95). E-mail: [Consumer.CustomerService@simonandschuster.com](mailto:Consumer.CustomerService@simonandschuster.com); Web site: <http://www.SimonSays.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Attachment Behavior, Child Development, \*Child Rearing, \*Childhood Needs, Discipline, \*Emotional Development, Infant Care, \*Infants, Nutrition, Parent Child Relationship, \*Physical Development, Separation

Anxiety, Siblings, Stranger Reactions, \*Toddlers, Toilet Training  
**Identifiers**—First Time Fathers, First Time Mothers, Sleep Disorders

Compiling essays authored by Benjamin Spock and published in popular magazines, this book examines the emotional and physical needs of infants and toddlers. The chapters are: (1) "Communicating with Your Baby: Reading Your Baby's Cues," including information on crying, motor behavior, squealing, and parents' responses; (2) "Parents' Biggest Newborn Concerns," discussing concerns such as floppy head, SIDS, breastfeeding, breathing patterns, and jaundice; (3) "Choosing a Doctor for Your Baby," encouraging parents and doctors to work at building an alliance; (4) "The Arrival of the New Baby," focusing on feeding decisions, preparing the family for the new baby, and circumcision choices; (5) "How Much Regularity to Infant Feeding?"; (6) "Beginning Solids"; (7) "Poor Eaters"; (8) "Common Physical Problems," such as teething, colds, and ear infections; (9) "Stranger Anxiety"; (10) "Transitional Objects," including thumb sucking; (11) "Sleep Problems"; (12) "Toilet Training"; (13) "Discipline and Temper Tantrums: An Opportunity for Parent-Child Communication and Learning"; and (14) "Can You Spoil a Child?" (KB)

**ED 455 017** PS 029 663

Spock, Benjamin

**Dr. Spock's the School Years: The Emotional and Social Development of Children.**

Report No.—ISBN-0-7434-1123-4

Pub Date—2001-00-00

Note—304p.; Edited by Martin T. Stein.

Available from—Simon & Schuster Mail Order, 100 Front Street, Riverside, NJ 08075 (U.S., \$15.95; Canada, \$24.50). E-mail: Consumer.CustomerService@simonandschuster.com; Web site: <http://www.SimonSays.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

**Descriptors**—Child Development, \*Child Rearing, \*Children, Discipline, Elementary Secondary Education, \*Emotional Development, Employed Parents, \*Family (Sociological Unit), Interpersonal Competence, \*Parent Child Relationship, Parent Influence, Play, \*Social Development, Socialization, Spirituality, Values Education

Compiling essays authored by Benjamin Spock and published in popular magazines, this book explores current trends that have an impact on raising children. The chapters are: (1) "Teaching Values to Children," discussing important values to share, and the value of duties and responsibilities at an early age; (2) "Families," examining the changing family and including discussion of early or late childbearing, the second child, and preparing children for a good marriage; (3) "Contemporary Culture," exploring many parents' concerns such as challenges of working parents, risk of over-scheduling children, television influences, and adolescent sexuality; (4) "Discipline: Teaching Children Expectations for Behavior," invoking hesitancy in parenting as the major barrier to effective discipline and making suggestions for improving consistency; (5) "The Social Development of Children," discussing play, sibling rivalry, helping children who are not popular, peer pressure, and social comparison; and (6) "Education," highlighting the value of a warm, mutually respectful relationship between teacher and student and concluding with recommendations for improving public education to better meet the needs of children. (KB)

**ED 455 018** PS 029 664

**Starting Strong: Early Childhood Education and Care. Education and Skills.**

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-18675-1

Pub Date—2001-00-00

Note—217p.

Available from—OECD Publications, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France. Web

site: <http://www.SourceOECD.org>.

Pub Type—Reports - Evaluative (142)

**EDRS Price** — MF01/PC09 Plus Postage.

**Descriptors**—\*Access to Education, Comparative Analysis, Cooperation, \*Day Care, Demography, Economic Factors, Educational Change, Educational Policy, \*Educational Quality, Family School Relationship, Financial Support, Foreign Countries, Government Role, Parent School Relationship, Policy Formation, \*Preschool Education, Professional Development, \*Public Policy, School Community Relationship, Sociocultural Patterns

**Identifiers**—Cross National Studies, \*Day Care Quality, Organisation for Economic Cooperation Development, Universal Preschool

Recognizing that cross-national information and analysis can contribute to the improvement of policy development related to quality early childhood education and care (ECEC), the Education Committee of the Organization for Economic Cooperation and Development (OECD) launched the Thematic Review of Early Childhood Education and Care Policy in 1998. Twelve countries participated in the review: Australia, Belgium, the Czech Republic, Denmark, Finland, Italy, the Netherlands, Norway, Portugal, Sweden, the United Kingdom, and the United States. This publication provides a comparative review and analysis of ECEC policy in all 12 participating countries, with policy lessons for OECD member countries. Using the information collected in the background reports, country notes, review visits, and expert meetings, this comparative report documents the range of existing ECEC policies and provisions cross-nationally and draws out common themes and issues for comparative analysis. Rather than comparing or ranking countries, the report analyzes the nature of and reasons for similarities and differences in policy approaches across participating countries, and identifies some of the possible implications of the analysis for policymakers. Following the introductory chapter, chapter 2 discusses the main demographic, economic, political, and social trends and issues that have shaped the development of current ECEC policy. Chapter 3 explores the main policy developments and issues concerning ECEC that have emerged throughout the review and highlights innovative approaches to address policymakers' concerns. Chapter 4 identifies the major policy lessons from the review, focusing on eight key elements of successful ECEC policy, such as a strong and equal partnership with the education system and a participatory approach to quality improvement and assurance. The report concludes with a discussion of key policy challenges and directions for the future. Six appendices include an overview of the ECEC systems found in each of the 12 participating countries, statistical tables, questions guiding preparation of the background report, and a list of members of review teams. (Contains 112 references.) (KB)

**ED 455 019** PS 029 665

Ferguson, E. Elaine Flanagan-Rochon, Kathleen Hautmann, Lynn Groves Lutes, Diane Masson, Anne Mauch, Debbie

**Toward a Best Practices Framework for Licensing Child Care Facilities in Canada.**

Child Care Connection-N.S., Halifax (Nova Scotia).

Pub Date—2000-00-00

Note—76p.; A seven-page executive summary is appended.

Available from—Child Care Connections, 100-1200 Tower Road, Halifax, Nova Scotia B3H 4K6. Tel: 902-423-8199.

Pub Type—Reports - Descriptive (141)

**EDRS Price** — MF01/PC04 Plus Postage.

**Descriptors**—Administrator Attitudes, Administrators, \*Certification, \*Day Care, Early Childhood Education, Foreign Countries, Research Needs

**Identifiers**—Canada, \*Day Care Licensing, \*Day Care Licensing Agencies, Staff Attitudes

The Best Practices Framework for Licensing Child Care Facilities in Canada project was developed by the research committee of the Provincial and Territorial Directors of Child Care group in recognition of the need for documenting licensing

practices throughout Canada and for developing a framework of best practices for licensing Canadian child care. The development of the framework was open and collaborative, based on information received through questionnaires completed by directors and licensing staff as well as through meetings of licensing staff in each province and territory. This paper, with separate executive summary, outlines the findings of the exploration of the practice of licensing child care facilities in Canada. Chapter 1 describes the six-phase licensing process in the provinces and territories: (1) inquiry; (2) application; (3) investigation of application; (4) decision on issuance of license; (5) monitoring/evaluation/complaint-investigation; and (6) renewal. Chapter 2 examines the current context for licensing staff and presents findings from the questionnaires regarding caseloads, frequency of facility visits, consultation and support to applicants/licensees, characteristics of licensing staff, and challenges. Chapter 3 details five interrelated factors affecting good licensing practices: equipment and materials, policy, funding, licensing staff, and processes and procedures. Chapter 4 provides examples of best practices in licensing child care in Canada emerging from questionnaire findings. Chapter 5 concludes the paper, noting that in order to complete the framework for best practices in licensing child care, the licensors and the licensees need to be explored further. A description of Quebec Family Policy is appended. (KB)

**ED 455 020** PS 029 674

Robinson, Violet B., Ed.

**Kindergarten Education: Theory, Research, and Practice, 1996-1998.**

California Kindergarten Association, Roseville.

Pub Date—1998-00-00

Note—426p.; Published biannually. For 1999-2000 issues, see PS 029 675 and PS 029 676.

Available from—California Kindergarten Association, 3013 Douglas Blvd., Suite 132, Roseville, CA 95661-3846 (Members, \$5 for each issue; Non-members, \$8 for each issue). Tel: 916-780-5331; Fax: 916-780-5330; e-mail: cka@ckanet.org.

Journal Cit—Kindergarten Education: Theory, Research, and Practice; v1:3 Spr 1996-Win 1998

Pub Type—Collected Works - Serials (022)

**EDRS Price** — MF01 Plus Postage. PC Not Available from EDRS.

**Descriptors**—\*Beginning Reading, \*Educational Practices, Emergent Literacy, \*Kindergarten, Kindergarten Children, Learning Activities, Periodicals, \*Piagetian Theory, \*Preschool Curriculum, Preschool Teachers, Primary Education, Spelling, \*Student Behavior, Student Evaluation, Theories

**Identifiers**—Choice Behavior

This document is comprised of six issues (1996 through 1998) of a biannually-published journal featuring research studies, theoretical essays, and classroom practice articles about the development and education of kindergarten children. The spring 1996 issue contains the following: (1) "Portfolios and Young Children: A Natural Match" (Adrienne Herrell); (2) "Cognitive Development of Children Four through Six Years of Age: Implications for the Classroom" (Violet Robinson); (3) "Choice Behavior in Kindergarten: A Qualitative Study" (Michael Ballard-Rosa); and (4) "Balanced Literacy within a Kindergarten Study of Woodland Animals" (Helen Faul). The winter 1996 issue contains: (1) "Piaget's Symbolic Function and the Foundation of Reading" (Jeanette Gallagher); (2) "Drawing To Write: The Role of Drawing in the Writing Processes of Kindergarten and Primary Grade Children" (Catherine DuCharme); (3) "Developing Conventional Spelling: Temporary Spelling and the Transition Point" (Adrienne Herrell); and (4) "Zoology in the Early Childhood Curriculum" (Saundra Plett). The spring 1997 issue contains: (1) "Reading and Language: Piaget's Symbolic Function and the Foundation of Reading (Part 2)" (Jeanette Gallagher); (2) "A Comparison of the Effects of Teaching Phonics through Literature and Teaching Phonics through Spelling on First Grader's Reading, Writing and Spelling Competence" (Theresa Roberts and Anne



Meiring); (3) "Exploring Math Concepts with Children's Books" (Belle Akers); and (4) "Transformation towards a Balanced Curriculum" (Christine Carling). The winter 1997 issue contains: (1) "Reading and Writing: Piaget's Symbolic Function and the Foundation of Reading (Part 3)" (Jeanette Gallagher); (2) "Wearing Many Hats or How Kindergarten Teachers Adorn Their Heads" (Candace Kaye); (3) "Cross-Cultural Peer Interactions in a Two-Way Bilingual Immersion Kindergarten Classroom" (Catherine DuCharme); and (4) "Teaching Linear Measurement" (Carol Gossett). The spring 1998 issue contains: (1) "Imagery and Drawing: Piaget's Symbolic Function and the Foundation of Reading (Part 4)" (Jeanette Gallagher); (2) "The Role of Choice in the Literacy Development of Young Children" (Daniel Meier); (3) "Kindergarten Policies: Another Look at the Research" (Diana Guerin, Julie Sandwell, and Lisa Lovil); and (4) "Literacy Workshops: A Process that Empowers Children To Read and Write in Kindergarten" (Deborah Meng). The winter 1998 issue contains: (1) "Symbolic Play: Piaget's Symbolic Function and the Foundation of Reading (Part 5)" (Jeanette Gallagher); (2) "Addressing Kindergarten Students' Conflict Behavior: Encouraging Social-Cognitive Development" (Pamela Lane-Garon); (3) "Building Parent-Teacher Partnership through Dialogue Journals" (Harriet Neal and Joyce Daniels); and (4) "Creating Music in Kindergarten" (Gwendolyn McGraw). (KB)

**ED 455 021** PS 029 675

Robinson, Violet B., Ed.

**Kindergarten Education: Theory, Research, and Practice, 1999.**

California Kindergarten Association, Roseville.

Pub Date—1999-00-00

Note—162p.; Published biannually. For 1996-1998 and 2000, see PS 029 674 and PS 029 676.

Available from—California Kindergarten Association, 3013 Douglas Blvd., Suite 132, Roseville, CA 95661-3846 (Members, \$5 for each issue; Non-members, \$8 for each issue). Tel: 916-780-5331; Fax: 916-780-5330; e-mail: cka@ckanet.org.

Journal Cit—Kindergarten Education: Theory, Research, and Practice; v4 n1-2 Spr-Fall/Winter 1999

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Constructivism (Learning), \*Educational Practices, Emergent Literacy, Gardening, \*Kindergarten, Kindergarten Children, Learning Activities, Movement Education, Periodicals, Play, \*Preschool Curriculum, Preschool Teachers, Primary Education, Reading Instruction, Scaffolding (Teaching Technique), \*Student Behavior, Theory Practice Relationship

This document is comprised of the two 1999 issues of a biannually-published journal featuring research studies, theoretical essays, and classroom practice articles about the development and education of kindergarten children as well as occasional articles concerning preschool and the early primary grades. The spring 1999 issue contains the following articles: (1) "School Play: Education for Life" (Cosby Steele Rogers and Satomi Izumi Taylor); (2) "Sharing, Discovering and Creating: Practice into Theory and Theory into Practice" (Lynda D. Stone); (3) "Multiple Embedded Scaffolds: Supporting English Learners' Social/Affective, Linguistic and Academic Development in Kindergarten" (Suzanne F. Perego and Owen F. Boyle); and (4) "The Educational Roots of Garden-Based Instruction and Contemporary Gateways to Gardening with Children" (Arlene Maturano). The fall-winter 1999 issue contains the following articles: (1) "Balancing Constructivist and Instructivist Curriculum Goals in Early Childhood Education" (Lilian G. Katz); (2) "Apple Cutting and Creativity as a Mathematical Beginning" (Elisabet Doverborg and Ingrid Pramling Samuelsson); (3) "Reading Recovery: A Synthesis of Research and Evaluation Studies on Reading Recovery as Early Intervention for Reading Difficulties" (Christine A. Cullen); and (4)

"Learning To Move and Moving To Learn" (Robin D. Reese). (KB)

**ED 455 022** PS 029 676

Robinson, Violet B., Ed.

**Kindergarten Education: Theory, Research, and Practice, 2000.**

California Kindergarten Association, Roseville.

Pub Date—2000-00-00

Note—167p.; Published biannually. For 1996-1998 and 1999 issues, see PS 029 674 and PS 029 675.

Available from—California Kindergarten Association, 3013 Douglas Blvd., Suite 132, Roseville, CA 95661-3846 (Members, \$5 for each issue; Non-members, \$8 for each issue). Tel: 916-780-5331; Fax: 916-780-5330; e-mail: cka@ckanet.org.

Journal Cit—Kindergarten Education: Theory, Research, and Practice; v5 n1-2 Spr-Fall/Winter 2000

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational Practices, Emergent Literacy, \*Kindergarten, Kindergarten Children, Moral Development, Periodicals, \*Preschool Curriculum, Preschool Teachers, Primary Education, Reading Instruction, Story Telling, \*Student Behavior, Teacher Researchers, Theory Practice Relationship, Vocabulary Development

Identifiers—Childrens Drawings, Japanese People

This document is comprised of the two 2000 issues of a biannually-published journal featuring research studies, theoretical essays, and classroom practice articles about the development and education of kindergarten children as well as occasional articles concerning preschool and the early primary grades. The spring 2000 issue contains the following articles: (1) "Reflection, Dialogue, and Negotiation: Transforming Instructional Practices through Classroom Research" (Lynda D. Stone); (2) "Rules Are Made To Be Golden: A Qualitative Study of American and Japanese Children's Morals" (Satomi Izumi Taylor, Jeanne T. Wilson, Toshiko Kaneda, and Tetsuya Ogawa); (3) "Reading, Writing, Talking, Thinking, and Caring in the Kindergarten Classroom" (John Shefelbine, Cindy Litman, and Marilyn Wilson); and (4) "Readers Theatre: A Creative Tool for Strengthening Skills of Emergent Readers" (Michael Jordan and Adrienne Herrell). The fall-winter 2000 issue contains the following articles: (1) "Storytelling: The Cornerstone of Literacy" (Debra Weller); (2) "Self-Portraits of Kindergarten Children" (Hilda Present Lewis); and (3) "Collecting and Processing Words: Strategies for Building Vocabulary in Young Children" (Michael Jordan and Adrienne Herrell). (KB)

**ED 455 023** PS 029 677

**Data Files and Electronic Code Book: Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999. Revised. [CD-ROM].**

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-2001-029

Pub Date—2001-02-00

Note—Op.; For related documents, see ED 438 089 and ED 447 933.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827; Web site: <http://nces.ed.gov>; e-mail: ECLS@ed.gov.

Pub Type—Machine-Readable Data Files (102) — Numerical/Quantitative Data (110)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, Achievement Gains, \*Child Health, \*Data, \*Databases, Interpersonal Competence, Kindergarten, \*Kindergarten Children, Longitudinal Studies, \*Mathematics Achievement, Optical Data Disks, Primary Education, Raw Scores, \*Reading Achievement

Identifiers—\*Early Childhood Longitudinal Survey

The Early Childhood Longitudinal Study (ECLS-K), Kindergarten Class of 1998-99, selected a nationally representative sample of approximately 22,000 kindergartners in the fall of 1998 and is fol-

lowing these children through the end of the fifth grade. Baseline data about these children, their families, and their kindergarten programs were collected by means of telephone interviews with the children's parents/guardians and from self-administered questionnaires completed by the kindergarten teachers. Data were also gathered during an individual assessment with each child. This CD-ROM contains the complete ECLS-K base year public-use electronic code book (ECB), and includes the data files, the electronic code book, and files with complete documentation. The ECLS-K base year public-use documentation is in portable document format (PDF). The ECB documentation is in chapter 8 of the use guide contained on the [userguide.pdf](http://nces.ed.gov) file on the CD-ROM. Documentation included with the CD-ROM provides instructions for installation and a selected directory listing of the content of the CD-ROM. (KB)

**ED 455 024** PS 029 678

Otterbourg, Susan

**The Partnership for Family Involvement in**

**Education: Who We Are and What We Do.**

Partnership for Family Involvement in Education (ED), Washington, DC.

Pub Date—2001-07-00

Contract—ED-00-PO-1458

Note—31p.; For 2000 edition, see ED 439 845.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Fax: 301-470-1244; e-mail: [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov). For full text: <http://pfie.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, College School Cooperation, Community Involvement, Elementary Secondary Education, \*Family Involvement, \*Parent Participation, \*Parent Student Relationship, \*Partnerships in Education, Program Descriptions, Religious Organizations, School Business Relationship, School Community Relationship, \*Student Improvement

Identifiers—Bush (George W.), Church Community Relationship, Family Support, \*Program Characteristics

The U.S. Department of Education's Partnership for Family Involvement in Education encourages individuals, partner organizations, and alliances, whether they are members of the Partnership or not, to develop and implement effective family involvement practices in education. The goals of the Partnership are to increase opportunities for families to become more involved in their children's education both at home and at school and to promote children's learning and achievement. This document describes the Partnership and details initiatives of partners across the country to achieve Partnership goals. Following an introduction outlining the benefits of joining the Partnership, the document describes the role of the White House Office of Faith-Based and Community Initiatives to support nonprofit organizations, especially small and faith-based groups, in developing and implementing social programs, such as after-school programs. Brief descriptions of currently operating programs are presented, organized by program goals, such as increasing opportunities for families to be more involved in their children's education at home and at school. Information on the Partnership for Family Involvement in Education is provided as well as a Partnership registration form. The remainder of the document consists of a summary of the education reform policy of the George W. Bush administration involving closing the achievement gap, improving literacy by putting reading first, expanding flexibility and reducing bureaucracy, rewarding success and sanctioning failure, promoting informed parental choice, improving teacher quality, and making schools safer for the 21st century. (KB)

**ED 455 025** PS 029 679

**A Guide for Reading: How Parents Can Help Their Children Be Ready To Read and**

**Ready To Learn = Guía Para Leer: Como los padres pueden preparar a sus hijos a leer y aprender desde la infancia.**

White House Initiative on Educational Excel-

lence for Hispanic Americans, Washington, DC.

Pub Date—2001-00-00

Note—5p.

Available from—White House Initiative on Educational Excellence for Hispanic Americans, 400 Maryland Avenue, SW, Room 5E110, Washington, DC 20202-3601. Tel: 800-872-5327 (Toll Free); Tel: 877-433-7827 (Toll Free); Fax: 202-401-8377; e-mail: WhiteHouseforHispanicEducation@ed.gov.

Language—English, Spanish

Pub Type—Guides - Non-Classroom (055) — Multilingual/Bilingual Materials (171)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Children, Hispanic Americans, \*Learning Readiness, Multilingual Materials, \*Parent Child Relationship, Parent Materials, \*Parents as Teachers, Reading Aloud to Others, \*Reading Readiness

As part of the White House Initiative on Educational Excellence for Hispanic Americans, this brochure (in English and Spanish) provides a guide to assist parents in helping their children become ready to read and to learn. The suggestions include: (1) talking to infants/toddlers to help them learn to speak and understand the meaning of words; (2) reading to infants every day starting at 6 months of age; (3) using sounds, songs, gestures, and words that rhyme to help infants learn about language and its uses; (4) pointing out printed words in home and other places; (5) taking children's books and writing materials whenever parents leave home with their children; (6) creating a quiet, special place in the home to read, write, and draw; (7) helping children see that reading is important; (8) limiting the amount and type of television watched; and (9) reaching out to libraries and community and faith-based organizations for help in finding age-appropriate books, showing creative ways to use books, and providing year-round children's reading and educational activities. (KB)

**ED 455 026**

PS 029 680

**A Guide for Parents: How Can I Help My Child Be Ready To Read and Ready To Learn?**

Partnership for Family Involvement in Education (ED), Washington, DC.

Pub Date—2001-00-00

Note—3p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Tel: 800-872-5327 (Toll Free); Web site: <http://pfie.ed.gov>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Emergent Literacy, Family Literacy, Learning Readiness, \*Parent Participation, \*Parents, Parents as Teachers, \*Reading Aloud to Others, \*Reading Readiness, \*Young Children

The most important thing that parents can do to help their children become ready to read and to learn is to read aloud to them. This brief provides guidance for parents in facilitating their child's emerging abilities. Suggestions for parents include talking with infants and young children before they learn to read, setting aside a reading time every day regardless of their child's age, taking their child to the library, and pointing out printed words to the child in the home and in the community. The brief also lists strategies for creating strong readers, including specific strategies used during reading sessions with children, such as discussing new words and asking questions. (KB)

**ED 455 027**

PS 029 681

**Family Involvement in Children's Education: Successful Local Approaches. An Idea Book. Abridged Version.**

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—MIS-2001-6503

Pub Date—2001-06-00

Note—56p.; For complete version, see ED 412 031.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll

Free).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Change Strategies, Elementary Secondary Education, \*Outreach Programs, \*Parent Participation, \*Parent School Relationship, Parent Student Relationship, \*Partnerships in Education, Program Descriptions, Identifiers—Barriers to Implementation, Elementary Secondary Education Act Title I, \*Program Characteristics

Schools that are most successful in engaging parents and other family members in support of their children's learning look beyond traditional definitions of parent involvement to a broader conception of supporting families in activities outside of school that can encourage their children's learning. This idea book is intended to assist educators, parents, and policymakers as they develop school-family partnerships, identifying and describing successful strategies used by 20 local Title I programs. Following an executive summary, the book notes resources for involving families in education, includes research supporting such partnerships, and describes how Title I encourages partnerships. Next, the book describes successful local approaches to family involvement in education, organized around strategies for overcoming common barriers to family involvement, including: (1) overcoming time and resource constraints; (2) providing information and training to parents and school staff; (3) restructuring schools to support family involvement; (4) bridging school-family differences; and (5) tapping external supports for partnerships. Finally, the book presents conclusions about establishing and sustaining partnerships, noting that at the same time that successful partnerships share accountability, specific stakeholders must assume individual responsibility, and that those schools that succeed in involving large numbers of parents invest energy in finding solutions for problems, not excuses. The book's two appendices present descriptions of 20 successful local approaches to family involvement and sign-on information for the Partnership for Family Involvement in Education. (Contains 13 references.) (KB)

**ED 455 028**

PS 029 682

Carroll, Judith

**How To Pay for Child Care? Local Innovations Help Working Families. PACE Policy Brief. Early Education Series.**

Policy Analysis for California Education, Berkeley, CA.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.; A.L. Mailman Family Foundation, Inc.; David and Lucile Packard Foundation, Los Altos, CA.; William Caspar Graustein Memorial Fund, New Haven, CT.; California State Dept. of Social Services, Sacramento.

Pub Date—2001-04-00

Note—9p.

Available from—PACE, University of California, Berkeley, Graduate School of Education, 3653 Tolman Hall, Berkeley, CA 94720-1670 (\$10). Tel: 510-642-7223.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Children, \*Day Care, Early Childhood Education, Enrollment Influences, \*Enrollment Management, Local Government, Low Income Groups, Parent Attitudes, \*Public Policy, State Government, State Programs

Identifiers—\*Barriers to Participation, Child Care Costs, Child Care Needs, \*Subsidized Child Care Services, Welfare Reform

Because many parents who are eligible for child care subsidies do not use them, many state and local leaders are trying to determine why families are not more eager to participate and how their agencies can become more accommodating. This policy brief, drawn from data obtained through the Growing Up in Poverty Project and interviews with county welfare and child care administrators and advocates, examines variations in the use of child care subsidies and provides examples of effective programs and policy strategies. The brief provides background information about the nature and

importance of child care assistance under welfare reform. Next, the brief discusses possible reasons for low levels of parents' use of subsidies, including the equation of subsidy use with center care, parents' unwillingness to become entangled with the welfare bureaucracy, and lack of information on the program. Finally, the brief presents an array of novel strategies devised by local agencies to increase subsidy utilization: (1) creation of a state child care guarantee; (2) expansion of local child care organizations; (3) creation of adequate payment rates and affordable parent fees; (4) frequent review of family caseloads; (5) co-location of child care staff at welfare offices; (6) effective child care orientations; (7) cross training of welfare and child care staff; and (8) parent outreach and engagement. (KB)

**ED 455 029**

PS 029 683

Jacobson, Linda

**Understanding Child Care Demand and Supply Issues: New Lessons from Los Angeles. PACE Policy Brief. Early Education Series. Policy Analysis for California Education, Berkeley, CA.**

Spons Agency—California State Dept. of Social Services, Sacramento.

Report No.—PACE-PB-01-2

Pub Date—2001-06-00

Note—9p.; "With Diane Hirshberg, Kathleen Malaske-Samu, Brenda Ball Cuthbertson, and Elizabeth Burr."

Available from—PACE, University of California, Graduate School of Education, 3653 Tolman Hall, Berkeley, CA 94720-1670 (\$10). Tel: 510-642-7223; Web site: <http://pace.berkeley.edu>.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Day Care, \*Day Care Centers, Early Childhood Education, \*Employed Parents, Parent Attitudes

Identifiers—Barriers to Participation, California (Los Angeles County), Child Care Costs, \*Child Care Needs, \*Day Care Availability, Subsidized Child Care Services

With family demand for child care outpacing supply, California state and local policymakers want to learn how best to target resources on those neighborhoods most in need. Using the findings from two recent studies in Los Angeles County, this policy brief provides an overview of some of the options facing policymakers as they address issues of child care supply and demand. The brief discusses factors contributing to puzzling conclusions for those tracking the child care market, including licensed providers who do not want to care for as many children as they are licensed to have, parents who do not want to use licensed providers, conflicting information from different databases, and changing demographics. The brief notes that over 50 percent of the centers in Los Angeles County have waiting lists, suggesting that the openings that do exist are not meeting parents' needs. Parents who work nontraditional schedules are more likely to find care in child care homes than in centers. Only 28 percent of centers are able to accept children with severe special needs, and many providers are not serving children in their native languages. A lack of transportation is also a barrier to using available child care slots. The brief concludes by asserting that additional study is needed to examine why families needing child care do not use available spaces in licensed facilities, why many do not use subsidies to which they are entitled, and the extent of organized programs that are exempt from licensing regulations but serve a child care function, such as parks and recreation activities. (KB)

**ED 455 030**

PS 029 684

Fuller, Bruce Chang, Yueh-Wen Suzuki, Sawako Kagan, Sharon Lynn

**Child-Care Aid and Quality for California Families: Focusing on San Francisco and Santa Clara Counties. PACE Working Paper Series.**

Columbia Univ., New York, NY. Teachers College.; Policy Analysis for California Education, Berkeley, CA.; Yale Univ., New Haven,

CT. Bush Center in Child Development and Social Policy.

Spons Agency—Spencer Foundation, Chicago, IL.; California State Dept. of Social Services, Sacramento.; Annie E. Casey Foundation, Baltimore, MD.; Miriam and Peter Haas Fund, San Francisco, CA.; Spencer Foundation, Chicago, IL.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—PACE-WPS-01-2

Pub Date—2001-08-00

Note—38p.

Available from—PACE, University of California, Graduate School of Education, 3653 Tolman Hall, Berkeley, CA 94720-1670 (\$10). Tel: 510-642-7223; Web site: <http://pace.berkeley.edu>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, \*Day Care, \*Day Care Centers, Early Childhood Education, \*Educational Quality, \*Family Day Care, Longitudinal Studies, Low Income Groups, Mothers, Parents, Poverty, Toddlers, \*Welfare Recipients

Identifiers—California, \*Day Care Quality, Program Characteristics, \*Subsidized Child Care Services, Welfare Reform

Against the backdrop of evolving welfare policies in California following the approval of federal welfare reforms in 1996, the Growing Up in Poverty Project is examining how single mothers and their children fare as they move from cash aid to jobs, the types and quality of child care arrangements selected, and if mothers' access to child care subsidies bolsters their employability. This paper reports on wave 1 data, collected in 1998 from the 410 participating mothers residing in San Francisco or Santa Clara county. Data were collected through in-depth interviews and observations of each child's child care or preschool setting. Comparative quality data were obtained from 176 centers and family child care homes in the Bay Area and in Connecticut during 1997. Findings indicate that child care centers and preschools were of moderate to high quality. The array of child activities and educational content of home-based settings was not impressive. Areas of quality weakness include the provision of ample language and reading materials, and time to read and exercise communication skills with young children. Mothers reported that kin and kin were more respectful of their own parenting practices than were child care centers or preschools and were more flexible in terms of when the caregiver was available. They also believed that the child received more individual attention, compared to those using centers. Women who selected child care centers or preschools often received subsidies to cover the cost. Only a small fraction of women selecting home-based arrangements took advantage of available subsidies. Several risk factors were associated with this pattern: (1) having an infant or young toddler rather than a child over age 3; (2) coming from a Latino or Vietnamese-American community; (3) having spent less time on welfare; and (4) living in a neighborhood with fewer center-based enrollment slots. Appended are descriptive statistics for quality data for both counties. (Author/KB)

ED 455 031 PS 029 685

Fuller, Bruce Holloway, Susan D. Bozzi, Laurie Burr, Elizabeth Cohen, Nancy Suzuki, Sawako

**Preschool and Child-Care Quality in California Neighborhoods: Policy Success, Remaining Gaps. PACE Working Paper Series.**

Policy Analysis for California Education, Berkeley, CA.; California Univ., Berkeley.; Stanford Univ., CA.; California Child Care Resource and Referral Network, San Francisco.

Spons Agency—David and Lucile Packard Foundation, Los Altos, CA.

Report No.—PACE-WPS-01-3

Pub Date—2001-08-00

Note—30p.

Available from—PACE, University of California, Graduate School of Education, 3653 Tolman Hall, Berkeley, CA 94720-1670 (\$10). Tel: 510-642-7223; Web site: <http://pace.berkeley.edu>.

ley.edu.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Day Care, Early Childhood Education, \*Educational Quality, Low Income Groups, \*Preschool Education, \*Public Policy, Identifiers—California, \*Day Care Quality, Indicators, Program Characteristics

Noting that the quality of child care and early education available to lower-income families has received considerable attention over the past decade, this study explored variability in the quality of California day care centers and preschools. Participating in the study were 170 centers and preschools situated among 20 California zip codes, clustered in three counties: Los Angeles, San Francisco, and Santa Clara. All the zip codes selected contained significant concentrations of lower-income families. Findings indicated that the majority of centers displayed high levels of quality along structural measures, such as class size, the ratio of children per adult, and staff education levels. About one in six failed to meet recommended quality standards. Some quality indicators were slightly lower for centers located in communities with less supply, possibly due to directors' attempts to accommodate greater family demand for enrollment slots. Center quality was not consistently influenced by community conditions such as poverty levels, ethnic composition, or maternal employment rates. Quality was higher among centers receiving stronger flows of public subsidies. Analysis of findings centered around the success of state agencies in building high quality among centers in lower-income communities as well as the policy challenges that remain. Maps indicating the sampled communities by zip code are appended. (Contains 14 references.) (KB)

ED 455 032 PS 029 686

Hill, Ian Lutzky, Amy Westpfahl Schwalberg, Renee

**Are We Responding to Their Needs? States' Early Experiences Serving Children with Special Health Care Needs under SCHIP. Occasional Paper Number 48. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.**

Urban Inst., Washington, DC.

Spons Agency—Mott (C.S.) Foundation, Flint, MI.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; Robert Wood Johnson Foundation, New Brunswick, NJ.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.

Pub Date—2001-05-00

Note—48p.; Additional funding provided by the Stuart Foundation.

Available from—Urban Institute, 2100 M Street, N.W., Washington, DC 20037. Tel: 202-833-7200; Fax: 202-429-0687; e-mail: [pafairs@ui.urban.org](mailto:pafairs@ui.urban.org); Web site: <http://www.urban.org>.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Children, Chronic Illness, Delivery Systems, Disabilities, Enrollment Influences, \*Federal Programs, \*Health Insurance, \*Health Needs, Identification, Outreach Programs, \*Special Health Problems

Identifiers—\*Childrens Health Insurance Program, Special Needs Children

Noting that children with special health care needs (CSHCN) make up one of every six children eligible for the State Children's Health Insurance Program (SCHIP), this study examined how SCHIP responded to the needs of children with chronic illnesses and disabilities. This qualitative study was based on the implementation experiences in 18 states. Key findings were organized into six areas.

Findings indicated that none of the study states made overt efforts to target CSHCN for enrollment. Benefit packages under separate programs were more limited than those covered by Medicaid. In almost every state, SCHIP programs relied on managed care, with CSHCN being served through the same care systems serving all children. Three states reported policies that exempted CSHCN from cost sharing or somehow protected them from undue expense. Waiting periods disproportionately affected families of CSHCN. States reported difficulty in identifying and enrolling large numbers of CSHCN into SCHIP programs. Based on findings, two changes to current policy are recommended: (1) permit SCHIP coverage to "wrap around" existing private health insurance for selected priority populations; and (2) encourage or require states to broaden their waiting period exceptions policies to allow CSHCN to drop private coverage if that coverage is significantly limited or expensive. (An appendix lists the key SCHIP and Medicaid contacts in the study states. Contains 30 references.) (KB)

ED 455 033 PS 029 689

**How Young Children Learn To Read in High-Scope Programs: A Series of Position Papers.**

High/Scope Educational Research Foundation, Ypsilanti, MI.

Pub Date—2000-00-00

Note—27p.

Available from—High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48198-2898. Tel: 734-485-2000; Fax: 734-485-0704; e-mail: [reading@highscope.org](mailto:reading@highscope.org); Web site: <http://www.highscope.org>.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Active Learning, Child Development, Early Childhood Education, \*Emergent Literacy, Position Papers, Preschool Education, Program Descriptions, \*Reading Instruction, \*Writing Instruction, \*Young Children

Identifiers—High Scope Educational Research Foundation MI, \*High Scope Model

Current debates regarding teaching children to read are centered around the most effective way to establish a foundation for literacy in the early years. This document is comprised of a set of three position papers on how the High/Scope Educational Research Foundation teaches young children to read in its infant-toddler, preschool, and early elementary school programs. Papers for each developmental level describe how children acquire closely related and complementary literacy skills. The papers also list the strategies High/Scope-trained teachers and caregivers use to support reading and writing development in their programs and at home, cite scientific research proving that the High/Scope approach is effective, and answer questions frequently asked by educators, families, and policymakers. The introductory summary presents the literacy development principles and strategies common to all three papers and describes the research findings supporting the view that children do learn to read and write in High/Scope programs. Common strategies include creating a print-rich environment, making reading a team effort and part of the daily routine, exploring sounds and language, providing an array of writing materials and reasons to write, introducing early the idea of letters and words as written symbols, and planning for and supporting children's learning by assessing their literacy development. Each position paper contains references. (KB)

ED 455 034 PS 029 690

**Violence Prevention for Families of Young Children.**

American Psychological Association, Washington, DC.; National Association for the Education of Young Children, Washington, DC.

Spons Agency—Metropolitan Life Foundation; Foundation for Child Development, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Robert Wood Johnson Founda-



tion, New Brunswick, NJ.; Kellogg Foundation, Battle Creek, MI.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.

Pub Date—2001-03-00

Note—21p.; Developed as part of the ACT Against Violence project. For related document on violence prevention for children, see PS 029 691. Also supported by the Los Angeles County Psychological Foundation and the CDC Foundation.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Child Development, Child Rearing, \*Child Safety, \*Discipline, Mass Media Effects, Pamphlets, Parent Child Relationship, Parent Materials, \*Prevention, \*Violence, Weapons, \*Young Children

Based on the view that violent behavior is learned and often learned early in life, this pamphlet shows parents how they can help protect young children from getting involved with violence and increase that child's chances for a safe and productive future. The pamphlet cautions parents that early learning is powerful and that children learn how to behave by watching people around them; it further advises parents that children need to feel safe and loved and that exposure to violence is harmful to them. Suggestions for preventing violence include ways to manage anger and to help children manage their anger by responding in a calm, respectful manner and by teaching them social problem-solving techniques. The pamphlet delineates the reasons for anger in children of different ages, and offers some discipline techniques, including the use of natural and logical outcomes and timeout. The influence of media such as television and videos is discussed, and suggestions are given for preventing media violence from influencing young children. The pamphlet cautions parents about weapons and how to teach their children about them. The pamphlet concludes with a discussion of the importance of the daily experiences parents provide to prevent violence and to increase their child's chances for a productive, happy life. (KB)

ED 455 035

PS 029 691

# **Understanding Child Development as a Violence Prevention Tool.**

American Psychological Association, Washington, DC.; National Association for the Education of Young Children, Washington, DC.

Spons Agency—Metropolitan Life Foundation.; Foundation for Child Development, New York, NY.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; David and Lucile Packard Foundation, Los Altos, CA.; Robert Wood Johnson Foundation, New Brunswick, NJ.; Kellogg Foundation, Battle Creek, MI.

Pub Date—2001-06-00

Note—21p.; Developed as part of the ACT Against Violence project. For related document on violence prevention for children, see PS 029 690. Supported by the Los Angeles County Psychological Foundation and the CDC Foundation.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Child Development, Child Rearing, \*Children, Cognitive Development, Developmental Stages, Emotional Development, \*Knowledge Level, Pamphlets, Parent Materials, \*Parents, \*Prevention, Social Development, \*Violence

Based on the view that adults are more effective in teaching positive behavior and in responding to children if they have some knowledge about child development, this pamphlet outlines children's typical abilities and behaviors at various ages from birth to 8 years. The pamphlet is designed to help parents protect their children as they grow up so they are not likely to be violent or to be victims of violence. Following introductory remarks on the meaning of child development, the pamphlet describes the importance of adults understanding child development and outlines basic principles about understanding

standing child development and violence prevention. The pamphlet continues with outlines of children's cognitive and social/emotional development for the following age groups: (1) birth to 18 months; (2) 18 to 36 months; (3) 3 to 5 years; and (4) 6 to 8 years. Concluding the pamphlet is a list of important things for families to remember about expectations for children of different ages. (Contains 10 references.) (KB)

ED 455 036

PS 029 692

Benson, Carole, Ed.

# **America's Children: Key National Indicators of Well-Being, 2001.**

Federal Interagency Forum on Child and Family Statistics, Washington, DC.

Spons Agency—National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

Pub Date—2001-07-00

Note—139p.; For 2000 edition, see ED 443 547. Available from—National Maternal Child Health Clearinghouse, 2070 Chain Bridge Road, Suite 450, Vienna, VA 22182. Tel: 888-434-4624 (Toll Free); e-mail: nmchc@circsol.com. Web site: <http://www.childstats.gov>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Asthma, Births to Single Women, Child Abuse, \*Child Health, Child Neglect, \*Children, Early Childhood Education, Elementary Secondary Education, Employed Parents, Family Literacy, Health Insurance, Housing Needs, Infant Mortality, Limited English Speaking, Mortality Rate, National Surveys, Out of School Youth, Poverty, Prenatal Care, Preschool Education, \*Social Indicators, \*Socioeconomic Status, Substance Abuse, Tables (Data), Victims of Crime, Violence, \*Well Being, Youth Employment

Identifiers—\*Indicators, \*United States, Vaccination

This report is the fifth to present nationwide data on the well-being of America's children. The statistical portrait is based on indicators of child well-being and on contextual measures describing the changing population and family context. Part 1 of the report, "Population and Family Characteristics," presents information illustrating trends in eight key demographic measures, including children as a proportion of the population, racial and ethnic composition, and difficulty speaking English. Part 2, "Indicators of Children's Well-Being," presents data on 24 key indicators in the following areas: (1) Economic Security, including child poverty, family income, parent employment, housing problems, and health care access; (2) Health, including activity limitation, immunization, low birthweight, mortality rates, and adolescent births; (3) behavior and social environment, including cigarette smoking, alcohol use, illicit drug use, and crime victimization; (4) education, including family reading, early childhood education, achievement, high school completion, and youth neither enrolled in school nor working; and (5) Special Features, asthma prevalence, and youth employment. For each background measure or indicator, three types of information are presented: reasons the measure or indicator is important to understanding children's well-being, figures illustrating trends or population group differences, and highlights with information on current status, recent trends, and important population group differences. Additional indicators needed are also noted. The report's two appendices present detailed data tables and data source descriptions. Among the key findings, the report notes that children are projected to remain a stable percentage of the total population, while the ethnic diversity of America's children continues to increase. The poverty rate for children living with family members reached a high of 22 percent in 1993 and has since decreased to its lowest rate since 1979. Unintentional injuries continue to be the leading cause of death for children and youth ages 1 to 19. In 1999, the adolescent birth rate was at a record low. Cigarette use among adolescents shows indications of decline, with rates of heavy drinking remaining largely unchanged from 1999. Long-

term trend mathematics and reading assessment scores for 1999 showed improvements in mathematics since 1982 but not in reading. Asthma is the most common chronic childhood illness in the United States, and the percentage of children diagnosed with asthma appears to be growing. Working while in school is prevalent among older high school students. (Contains 76 endnotes.) (KB)

ED 455 037

PS 029 693

Hayes, Eileen

# **The Responsible Fatherhood Curriculum: A Curriculum Developed for the Parents' Fair Share Demonstration.**

Manpower Demonstration Research Corp., New York, NY.

Spons Agency—Department of Health and Human Services, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Kellogg Foundation, Battle Creek, MI.; Department of Agriculture, Washington, DC.; Mott (C.S.) Foundation, Flint, MI.; Annie E. Casey Foundation, Baltimore, MD.; McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, MN.; Smith Richardson Foundation, Inc., Greensboro, NC.; Manpower Administration (DOL), Washington, DC. Office of Manpower Research.; Ford Foundation, New York, NY.

Pub Date—2000-00-00

Note—551p.; "With Kay Sherwood."

Available from—Manpower Demonstration Research Corporation, 16 East 34th Street, New York, NY 10016. Web site: <http://www.mdrc.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF02/PC23 Plus Postage.

Descriptors—Adjustment (to Environment), Anger, Conflict Resolution, \*Curriculum, Curriculum Guides, Drinking, Drug Abuse, Experiential Learning, \*Fathers, Interpersonal Relationship, Money Management, Nutrition, One Parent Family, \*Parent Child Relationship, \*Parent Education, Parent Responsibility, Parent Rights, Parent Role, \*Parents, Racial Bias, Racial Discrimination, \*Social Support Groups, Time Management, Values, Values Education, Workshops

Based on the assumption that most fathers want to act responsibly, but often do not know how or face obstacles—many of which are created by their own behavior—this Responsible Fatherhood Curriculum uses a discussion approach and experiential learning to help men think differently about their role as fathers and about altering their behavior. This guide describes the curriculum and details the 20-session program. The guide's introduction provides information on the experiential learning cycle and suggestions for starting the peer group. The introduction also discusses confidentiality and what to expect in a group, and provides tips for facilitating peer support groups and managing behavior problems. The sessions, lasting 90 to 120 minutes, are as follows: (1) "Introduction to Responsible Fatherhood"; (2) "What Are My Values?"; (3) "Boys to Men: Experiencing Manhood"; (4) "The Art of Communication"; (5) "Fathers as Providers"; (6) "Noncustodial Fathers: Rights and Responsibilities"; (7) "Developing Values in Children"; (8) "Coping as a Single Father"; (9) "Dealing with Children's Behaviors"; (10) "Relationships: Being a Friend, Partner, Parent, and Employee"; (11) "Understanding Male-Female Relationships"; (12) "Managing Conflict and Handling Anger"; (13) "Handling Anger and Conflict on the Job"; (14) "Surviving on the Job"; (15) "The Issue of Race/Racism. Part I" and "Part II"; (16) "Taking Care of Business"; (17) "Managing Your Time and Money"; (18) "Building a Support Network: Who's on Your Side?"; (19) "Alcohol and Drug Use and Abuse. Part I and II"; and (20) "Healthful Eating." Each session includes a list of key concepts to be covered, materials checklist for each activity, instructions for each activity, handouts, and leader resources. (KB)

ED 455 038 PS 029 832

Young, Mary Eming

**Early Child Development: Investing in the Future. Directions in Development. [Chinese Version].**

World Bank, Washington, DC.

Report No.—ISBN-7-5005-4173-2

Pub Date—1999-00-00

Note—120p.; For English edition, see ED 399 027. For French edition, see PS 029 521.

Available from—World Bank Publications, P.O. Box 960, Herndon, VA 20172-0960. Tel: 800-645-7247 (Toll Free); Web site: <http://www.worldbank.org>.

Language—Chinese

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Activism, \*Child Development, Child Health, \*Child Welfare, Early Childhood Education, Early Intervention, Family (Sociological Unit), \*Family Programs, Financial Support, Foreign Countries, Kindergarten, \*Nongovernmental Organizations, Parent Education, Parents, Political Issues, Program Descriptions, Program Development, \*Social Action, \*Social Agencies, Social Services, Teacher Education, Young Children

Identifiers—Bolivia, Guyana, India, Israel, Nigeria, Philippines, Project Head Start, Turkey, Women Infants Children Supplemental Food Program, \*World Bank

Early childhood programs have been shown to enhance school readiness, increase the efficacy of investments in primary schools and human capital formation, foster beneficial social behavior and, thereby, lessen social welfare costs, and promote community development. The World Bank has directed investment toward young children, including supporting immunizations, basic health care, prenatal care, and nutrition services. This report, Chinese, provides an overview of programs around the world targeting children from birth to age eight. Covering both theory and practice, the sections are (in English translation): (1) "The Case for Early Intervention," including the scientific basis, socioeconomic returns, and policy implications; (2) "Approaches to the Development of Young Children," covering program design options and working with nongovernmental organizations and other agencies; (3) "Paying for Child Development Programs"; (4) "Educating Parents"; (5) "Training Caregivers"; (6) "Delivering Services to Children"; (7) "Reforming Formal Education Systems to Include Preschoolers"; and (8) "Educating through the Mass Media." Contains 104 references. (KB)

## RC

ED 455 039 RC 022 507

Fox, Sandra J.

**Standards-Based Reform and American Indian/Alaska Native Education.**

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

Pub Date—2000-05-31

Note—17p.; Paper presented at the American Indian and Alaska Native Education Research Agenda Conference (Albuquerque, NM, May 30-June 1, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, Accountability, \*American Indian Education, American Indians, Culturally Relevant Education, \*Educational Change, \*Educational Needs, Educational Practices, Elementary Secondary Education, Evaluation Methods, High Stakes Tests, \*National Standards, Performance Based Assessment, Research Needs, Student Evaluation, Test Bias

Identifiers—Bureau of Indian Affairs

The standards-based reform movement has the potential to improve American Indian education.

The philosophy underlying the language arts standards that promotes the active use of authentic language and the teaching of skills in context, and the constructivist theory of learning reflected in the mathematics and science standards are both consistent with American Indian ways of teaching. Performance-based assessment and multiple measures can avoid the cultural bias found in standardized tests. The Bureau of Indian Affairs has developed complementary standards that infuse aspects of Indian culture into the national standards. The application of the new standards to special education students and the emphasis on inclusion should result in fewer Indian children being misplaced into special education programs. Some concerns around standards-based reform that Indian people must address include the need for improved instruction and assistance for students who need it to meet the standards and pass graduation exams; the need to assure that standards and assessments are appropriate for Indian students; the need for increased professional development and teacher preparation programs; and the need to demand that states and the Bureau of Indian Affairs assist schools that have low-performing students. American Indians must understand what standards-based reform means for their children, demand the good parts of it, and protect their children from abuse that might come from it. Implications and recommendations for future research are discussed. (Contains 45 references.) (TD)

ED 455 040 RC 022 822

**Indian Education Legislative Report, 106th Congress, Second Session.**

National Indian Education Association, Arlington, VA.

Pub Date—2000-10-00

Note—31p.; Presented at the Annual Convention of the National Indian Education Association (31st, Sioux Falls, SD, October 28-November 1, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, \*American Indian Education, Educational Legislation, Elementary Secondary Education, \*Federal Indian Relationship, \*Federal Legislation, \*Federal Programs, \*Financial Support, Higher Education, Language Maintenance, Politics of Education, Tribally Controlled Education, Tribes, Trust Responsibility (Government), Vocational Education

Identifiers—\*Bureau of Indian Affairs, Congress 106th, Office of Indian Education

This report notes that with a Republican majority in the 106th Congress and a Democratic administration, little new legislation was passed, but funding for Indian education programs did better than at any time in the recent past. Funding highlights include: no funding for school renovation grants to public schools with high concentrations of American Indian students or for a bonding proposal in the Bureau of Indian Affairs (BIA); a failure to reopen the National Advisory Council on Indian Education; reduced funding for vocational and adult education grants, some of which are dedicated to American Indians; continuation of the American Indian Teacher Corps; maintenance of a tribally controlled postsecondary vocational and technical institutions program and Alaska Native education equity programs; establishment of a new American Indian Administrator Corps; funding for federal research on Indian education; a new dual-degree program for minority-serving institutions of higher education; increased funding for Office of Indian Education (OIE) programs, tribally controlled colleges and universities, Bureau of Indian Affairs school operations, tribal priority allocation, special programs and pooled overhead, and BIA school construction and repair. Legislation passed included changes to the "477" program; a Native languages bill; and H.R. 2, which reauthorized Title I and other programs assisting low-achieving students. National Indian Education Association comments on H.R. 2 and proposed amendments to P.L. 95-561 and P.L. 100-297 are offered. A partial listing of other education/Indian-related legislation and Republican and Democratic platform state-

ments regarding Native Americans is provided. Five tables depict preliminary funding for selected Indian and Department of Education programs, funding for OIE and BIA, and historical funding of OIE. (TD)

ED 455 041 RC 022 911

Wang, Jianjun, Briegel, Toni, Goodwin, David, Patrick, Amy, Broidy, Steve, Breck, Susan, Joshi, Sanjevani, Calhoun, George

**An Examination of Digital Dividing Factors on Teachers' Access to Internet Resources in Rural Schools.**

Pub Date—2001-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Computers, Computer Uses in Education, Elementary Secondary Education, Geographic Isolation, \*Internet, \*Rural Schools, Teacher Behavior, Teacher Surveys

Identifiers—\*Access to Technology, Missouri, \*Technology Utilization

A study examined technology gaps in rural schools and computer accessibility and Internet use by teachers. Findings from surveys of 205 teachers in the rural Ozarks region of Missouri indicate significant differences in Internet accessibility among rural schools with a low, middle, or high technology status; and no significant interaction effects on teacher Internet use between school technology status and teacher computer accessibility. Upgrading school technology was a significant factor in Internet utilization; and technology upgrading was a key factor in rural school improvement. The lack of a significant gap in Internet use between teachers who had access to computers at zero versus one location suggests that without computing facilities both at teachers' homes and at schools, technology investment at school is unlikely to result in substantial improvement of Internet utilization by teachers. Significant differences in Internet use among teachers who had computer access at more than one location indicates that given teacher ownership of computers at home, multiple convenient locations for Internet use within schools encourage teacher Internet use. Recommendations include making computers more available to teachers and providing professional development activities that enrich teacher knowledge of computer and Internet use. (Contains 11 references, 2 tables, and 2 footnotes.) (TD)

ED 455 042 RC 022 961

Gonzalez, Arturo

**The Education of Immigrant Children: The Impact of Age at Arrival. MASRC Working Paper Number 26.**

Arizona Univ., Tucson. Mexican American Studies and Research Center.

Pub Date—1998-01-00

Note—26p.

Available from—Mexican American Studies &amp; Research Center, Economics Building, Room 208, University of Arizona, Tucson, AZ 85721-0023 (\$4 plus \$1 shipping). Tel: 520-621-7551.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Age, Cost Effectiveness, \*Educational Attainment, Educational Status Comparison, Elementary Secondary Education, Higher Education, \*Immigrants, \*Income, Mexicans, Taxes

The family reunification provision in U.S. immigration laws allows foreign-born children of immigrants to enter the United States and attend American schools. The total number of school years completed by immigrant children, however, is affected by their age at arrival. Age at arrival also affects the percentage of schooling that is attained in the United States. This implies that immigrants with more U.S. schooling will earn more than other immigrants, holding total education constant, as long as the returns to U.S. schooling are greater than the returns to foreign schooling. Analysis of 1980 and 1990 census data revealed a negative rela-

tionship between age at arrival and educational attainment for Mexicans, Europeans, and Pacific Islanders that arrived after the start of the first grade. Mexican immigrants as a whole, however, lost the greatest amount of education from delayed entry. Estimates of the returns to U.S. schooling indicate that those with at least a high school diploma benefited from additional years in U.S. schools. However, the added tax revenue from the increased earnings was not always greater than the cost to taxpayers of additional years of U.S. schooling. Only for Mexican immigrants did the tax revenues outweigh the fiscal costs of more U.S. education. (Contains 22 references and 7 data tables.) (Author/SV)

**ED 455 043** RC 023 018

Sherman, Lee, Ed.

**Northwest Education, Volume 6, 2000-2001.**  
Northwest Regional Educational Lab., Portland, OR.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2001-00-00

Contract—RJ96006501, ED-01-CO-0013

Note—198p.; Published quarterly. Photographs and a few colored pages may not reproduce adequately. For volume 5, see ED 441 654. For descriptions of individual articles, see RC 514 306-311, RC 514 342-348, RC 514 573-578, and RC 514 632-640.

Available from—Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204. Tel: 503-275-9515. For full text: <http://www.nwrel.org/nwedu>.

Journal Cit—Northwest Education; v6 n1-4 Fall-Sum 2000-2001

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Charter Schools, \*Educational Change, \*Educational Facilities Design, \*Educational Practices, Elementary Secondary Education, \*Physical Education, School Buildings, School Size, \*Small Schools

Identifiers—\*United States (Northwest)

This document contains the four issues of Northwest Education published from fall 2000 through summer 2001. Issue themes are: (1) "New Moves: PE Reinvents Itself" (Fall 2000); (2) "Think Small: Making Education More Personal" (Winter 2000); (3) "The Wild Blue Yonder: Charter Schools Fly into the Unknown" (Spring 2001); and (4) "Designs for Learning: School Architecture" (Summer 2001). Each issue contains a lead article summarizing current research and issues related to the theme, followed by articles describing theme-related practices and outstanding schools and educators in the Northwest. Issues also include information on related resources, book reviews, commentary by practitioners, and letters from readers. (SV)

**ED 455 044** RC 023 040

Montgomery, Jim C., Ed. Kitchenham, Andrew D., Ed.

**Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000).**

Malaspina Univ.-Coll., Nanaimo (British Columbia). Rural Communities Research and Development Centre.

Pub Date—2000-05-00

Note—422p.; For selected individual papers, see RC 023 041-074. For proceedings of the first conference, see ED 390 592.

Available from—Rural Communities Research & Development Centre, Malaspina University College, 900 Fifth St., Nanaimo, BC, Canada V9R 5S5 (\$40 Canadian).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC17 Plus Postage.**

Descriptors—American Indian Education, Canada Natives, \*Community Development, Community Health Services, Distance Education, Elementary Secondary Education, Foreign Countries, Higher Education, Indigenous Populations, Internet, Public Policy, \*Rural Areas,

Rural Economics, \*Rural Education, Rural Schools  
Identifiers—Australia, Canada, Rural Studies, United States

This proceedings of a conference held in May 2000 at Malaspina University-College (British Columbia) contains approximately 63 conference papers, abstracts of papers, and keynote speeches. The conference examined issues affecting rural communities, with major themes being rural education, health, human services, families, and the sustainability of rural communities. The conference aimed to foster an international network of rural scholars, which had its beginnings at a 1994 conference of the same name, held at James Cook University in Queensland, Australia. Topics of speeches and papers include history of U.S. rural women teachers, rural school reform, public policies affecting rural communities, adjustment of professionals relocating to rural areas, community health services and initiatives, rural community information services, rural studies programs, Aboriginal education in Canada and Australia, information technology use on farms and in rural schools and communities, rural health issues, community viability, rural economy, community development issues and programs, connections between rural schools and communities, and distance education. Profiles of keynote speakers and contact information for conference participants are included. (SV)

**ED 455 045** RC 023 041

Wyman, Andrea

**Rural Women Teachers in the United States.**

Keynote Address.

Pub Date—2000-05-00

Note—6p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational History, Elementary Secondary Education, One Teacher Schools, \*Rural Schools, \*Rural Women, Teacher Education, \*Teachers, United States History, Womens Education

This presentation examines the history of women teachers in the rural United States. The earliest classrooms in America were a male environment modeled after European schools. But in the mid-19th century, the Civil War and westward expansion depleted the number of male teachers and brought rural women teachers to the helm of American education. Emma Willard, Mary Lyon, and Catherine Beecher established training programs and served as role models for the first trained women teachers. Mass recruitments of teachers were responsible for placing women teachers in Western frontier schools, southern schools for freed slaves, and missionary schools for American Indians. Women answered these calls, drawn by the promise of adventure, economic stability, independence, marriage opportunities, or the chance to do God's work. Immigrant mothers established schools for their children on the frontier and thereby maintained their language and culture. The demand for teachers continued in the late 1800s as legislation in many states required a school within 4 miles walking distance of every student. In the late 1880s, 90 percent of rural teaching positions were held by women. In the early 1900s, girls outnumbered boys in rural schools as boys were needed on the farm or were otherwise encouraged to work. Many women teachers were dismissed during the depression of the 1930s but were rehired during World War II. Anecdotes about specific rural women teachers are included. (SV)

**ED 455 046** RC 023 042

Witham, Mark

**The Real Cost of Rural Secondary Schooling in South Australia (from a School's Perspective). Keynote Address.**

Pub Date—2000-05-00

Note—12p.; In: Issues Affecting Rural Communi-

ties (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Size, Expenditure per Student, \*Expenditures, Foreign Countries, \*Resource Allocation, Rural Schools, \*Rural Urban Differences, Secondary Education, \*Secondary Schools

Identifiers—\*Australia (South Australia)

This paper examines the costs of rural schooling in South Australia from the internal allocations of resources in four country and four metropolitan schools. Case studies considered only secondary education and the differences between how metropolitan and country schools allocate resources to students; subjects; and activities such as administration, teaching, and resource centers. A second issue was whether secondary schools' allocation of resources is congruent with how the government allocates resources to schools. This study's consideration of total resource allocation yielded different findings than analyses based on salary expenditures only. Salary expenditures tend to overstate the resources allocated to curriculum delivery and support, understate administration and transportation, and diminish rural-urban differences. Years 9-12 were more expensive than year 8, and expenditure per student in years 11-12 was significantly greater in rural than in urban schools. Compared to metropolitan schools, junior secondary subjects were 19 percent more expensive in country schools and senior secondary subjects were 69 percent more expensive. These results were related to differences in class size. Almost all subjects were more expensive in country schools, using the measure of cost per student per hour. All schools received more resources than needed for senior secondary students and reallocated these resources back to the school. But with lower retention to year 12, country schools had less surplus for reallocation. (Contains 15 data tables and figures and 12 references.) (SV)

**ED 455 047** RC 023 043

Nachtigal, Paul Haas, Toni

**Annenberg Rural Challenge: School Reform from a Slightly Different Point of View. Keynote Address.**

Pub Date—2000-05-00

Note—8p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Citizenship Education, \*Educational Change, Elementary Secondary Education, Entrepreneurship, Environmental Education, Private Financial Support, \*Role of Education, \*Rural Education, Rural Schools, \*School Community Relationship, Values

Identifiers—\*Annenberg Rural Challenge, Environmental Awareness, \*Place Based Education

In 1995, the Annenberg Rural Challenge was established to promote school reform in the rural United States. Convinced that rural schools had not been well served by the urban/industrial model of education and were not benefiting from traditional approaches to reform, the Rural Challenge pursues a mission of supporting good rural schools to become public institutions, serving and served by their communities. To achieve this mission, three interdependent program areas were created: a program of grants to clusters of schools and communities that would become a living laboratory of examples to inspire others, a policy program to advocate for rural schools and communities, and a program of public engagement to change widespread assumptions about the quality of rural education and the essential necessity of rural places. Early on, it became very clear that efforts to create



new stories about school reform sparked national and local battles about values. These values concern the purposes of education, whose interests are served by public education, and who gets to make the decisions. The Rural Challenge's vision of reform is organic, indeterminate, open-ended, and holistic. The result of this vision is place-based education with five thematic areas: local culture and history, ecology, local economy, entrepreneurship, and civic engagement. Stories from Rural Challenge schools demonstrate how these themes play out in practice and engage rural students in their communities. (SV)

**ED 455 048** RC 023 044

*Bryden, John M.*

**Is There a "New Rural Policy" in OECD Countries?**

Pub Date—2000-05-00

Note—12p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Development, Decentralization, \*Developed Nations, Economic Development, Foreign Countries, Institutional Environment, Policy Analysis, \*Public Policy, Rural Areas, \*Rural Development, Rural Education

Identifiers—Canada, \*European Union, United Kingdom, United States

There was a notable transition in the nature, content, and administration of rural policies in many developed nations in the 1980s and 1990s. These changes concerned issues of governance and institutional framework, the definition of "development," and policy goals and content. A key question, however, concerns the extent to which shifts in the language or rhetoric of rural policy are matched by reality. This paper assesses rural policy changes and their rationale in relation to rural trends at the beginning of the new century. It draws heavily on recent experience in the European Union, especially implementation of Agenda 2000, and also reviews rural policy changes in the United States, Canada, and UK countries. In all these countries, rural policies of a territorial nature now comprise many of these elements: efforts to reinforce rural economies; attempts to restructure agriculture; strengthening of transportation and telecommunications infrastructure; improved business assistance; development of human resources through vocational training, entrepreneurship education, and school-to-work initiatives; local "capacity building"; creation of products based on local identity; new or adapted financial instruments; and new ways of providing public services in rural areas. Trends in institutional arrangements for delivery of rural policy include decentralization, support for bottom-up development, better policy coordination, and regional and local partnerships. Challenges for rural policy and the ways that developed countries are meeting these challenges are discussed. (SV)

**ED 455 049** RC 023 045

*Gougeon, Thomas D.*

**Orienting New Professionals to Small Isolated Communities.**

Pub Date—2000-05-00

Note—6p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Attitudes, Community Psychology, Community Relations, \*Culture Conflict, Foreign Countries, \*Orientation, Professional Isolation, \*Professional Personnel,

Relocation, Rural Areas, Rural Sociology, \*Small Towns, \*Social Adjustment, Social Theories, \*Sociocultural Patterns

Identifiers—\*Newcomers, Teacher Community Relationship

Small communities require the services of professionals such as doctors and teachers, but most professionals are trained in metropolitan areas. Urban-trained professionals are seldom prepared for the social and cultural differences that confront them when they move to rural communities. Such newcomers frequently experience culture shock—the stress brought on by unfamiliarity with a new social or cultural context and the inability to predict other people's reactions in the new context. Several sociological models relevant to culture shock are reviewed. These include Tonnies' concept of *Gemeinschaft* and *Gesellschaft* relationships; Durkheim's idea of mechanical versus organic solidarity; and Dillman's notion that community relations are influenced by community size, stability, homogeneity, and overlapping institutional memberships. These latter variables influence many rural-urban differences in social dynamics, including differences in enactment of social norms, in "initiating roles," and in the nature of primary relationships and mutual obligations. Professionals relocating to a small isolated community need to consider the implications of living in a *Gemeinschaft* context. Ten strategies are listed that will help any person through the stages of culture shock, followed by additional suggestions related to professional isolation, professional status, and self-concept. (SV)

**ED 455 050** RC 023 046

*Holub, Linda*

**The Regional Australia Summit: An Inclusive Approach to Policy Development.**

Pub Date—2000-05-00

Note—6p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Education, \*Community Development, \*Community Needs, Community Role, Conferences, Educational Needs, Foreign Countries, Government Role, \*Policy Formation, \*Public Policy, \*Rural Areas, \*Rural Development, Self Determination

Identifiers—Access to Services, \*Australia, Capacity Building

In October 1999, the Regional Australia Summit was held in Canberra to allow people from regional, rural, and remote areas to contribute their perspectives on the challenges facing rural Australia. The Summit aimed to develop a national appreciation of those challenges, gather ideas on meeting the challenges, establish goals, and identify roles for government and the corporate and community sectors in achieving those goals. Working groups explored 12 major themes, including communications, infrastructure, health, community well-being, aspects of economic development, community leadership, and education and training. Participants came from all parts of Australia and included a reasonable gender balance and significant Indigenous and youth participation. The key message delivered by participants was that rural Australians want to shape their own futures, drawing on partnerships between communities, government, and business. Other important points were that: there are no easy solutions to rural community problems; all stakeholders must make their various contributions to locally developed plans within the regional context; successful communities have reinvented themselves and capitalized on their natural strengths and assets; significant investments are needed in education, training, skill development, and leadership to develop the human capacity of rural Australia; the productive capacity of rural landscapes must be restored and maintained; rural communities need affordable, reliable access to telecommunications; Indigenous people are stakeholders in rural Australia; and gov-

ernment has the responsibility to provide and maintain basic community infrastructure. Recommendations for public policy are listed. (SV)

**ED 455 051** RC 023 047

*Smith, Carol A. Kennedy, Diane M. Lahoz, Monina Rasay Hislop, David A. Erkel, Elizabeth E.*

**Creating an Academic and Rural Community Network To Improve Diabetes Care.**

Pub Date—2000-05-00

Note—5p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Allied Health Occupations Education, \*Community Health Services, \*Diabetes, \*Field Experience Programs, Health Promotion, Higher Education, Medical Education, \*Partnerships in Education, Patient Education, Rural Areas, \*Rural Education

The South Carolina Rural Interdisciplinary Program in Training (SCRIPT) provides practical educational experiences for students from multiple health care majors in rural communities in the Low Country (Southern region) of South Carolina. Faculty from the Medical University of South Carolina joined with staff from the Low Country Area Health Education Center to plan and present coursework in a 5-week intensive summer session. South Carolina has the nation's second highest rate of diabetes, and high rates of complications are very prevalent in the Low Country. SCRIPT students were linked with The Diabetes Connection, a Hampton County project to determine the effects of a community diabetes screening and education project on screening participants. Teams of SCRIPT students developed and conducted a telephone survey of screening participants. Of 39 respondents, almost all had continued medical care and had modified their diet, about half had made some changes in their physical activity, but most had neglected foot care and eye follow-up. The most important motivator for changing behaviors was support from family and friends, while barriers to controlling diabetes included lack of support, lack of funds, and feelings of isolation. As a result of the SCRIPT survey, The Diabetes Connection developed a diabetic support and education group, cooking classes, a walking program, and yearly screening events. (SV)

**ED 455 052** RC 023 048

*Lonne, Bob Cheers, Brian*

**Personal and Professional Adjustment of Social Workers to Rural and Remote Practice: Implications for Improved Retention.**

Pub Date—2000-05-00

Note—8p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Culture Conflict, Educational Needs, \*Emotional Adjustment, Foreign Countries, \*Job Satisfaction, \*Labor Turnover, Life Satisfaction, Personnel Management, \*Relocation, \*Rural Areas, \*Social Workers, Well Being

Identifiers—Australia

High turnover of rural practitioners is common among a range of human service professions in Australia. A longitudinal study surveyed 123 newly appointed rural social workers who had relocated to their new rural positions, using the same questionnaire every 3 months during an 18-month period. The study aimed to investigate rural recruitment and retention difficulties, examine culture shock and its impact on retention, and determine the applicability of a proposed model of adjustment. Variables included satisfaction with rural lifestyle, with current rural community, and with job; perceived

well-being; perceived level of coping; productivity level; sense of belonging to community; state anxiety level; stressfulness of life events; and perceived level of depression. Respondents' mean expected duration of employment was 24 months, but the mean actual length of stay was 16.1 months. Premature departure and poor retention were related to employer-controlled factors. Consistent with the proposed model of adjustment, most variables displayed a U curve indicating an initial period of decreased well-being followed by increases in satisfaction. Recommendations are concerned with recruitment strategies, retention incentives, preservice preparation for generalist and community embedded practice, inservice training related to orientation of rural appointees, and improved personnel management practices. These findings are relevant to other human-services professionals such as teachers. (Contains 21 references.) (SV)

ED 455 053

RC 023 049

Germann, Kathy. Smith, Neale. Littlejohns, Lori. Baugh.

**A Healthy Communities Initiative in Rural Alberta: Building Rural Capacity for Health.**

Pub Date—2000-05-00

Note—9p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Community Action, Community Cooperation, \*Community Development, Community Health Services, Conservation (Environment), Foreign Countries, Older Adults, \*Participative Decision Making, Program Descriptions, \*Public Health, \*Rural Development, \*Youth Programs

Identifiers—\*Access to Health Care, Alberta, \*Capacity Building, Facilitative Leadership, Sense of Community

Efforts of health professionals are shifting away from programs that "deliver health" toward those that build the capacity of communities to work together to create healthy places. The Healthy Communities Initiative (HCI) is a community development model in central Alberta (Canada) that involves the creation of a widely shared vision of a healthier community; assessment of community needs and capacities; selection of priority areas for action; creation and implementation of action plans; and evaluation and monitoring of actions through the development of community-level indicators. Case studies of HCI implementation in four rural communities show that four health-related issues emerged consistently: need for youth development, preservation of the natural environment, maintaining a strong sense of community in the face of changing social dynamics, and access to health services. Capacity-building issues included lack of shared vision, need for further leadership development among both adults and youth, communication difficulties, lack of knowledge about how to access resources, and lack of well-defined processes by which the communities could learn from experience. Lessons learned about integrating community capacity building and a healthy communities initiative are discussed. (TD)

ED 455 054

RC 023 050

Koren, Johan

**The Global Portal: The Public Library as a Partner in Rural Knowledge Cooperatives.**

Pub Date—2000-05-00

Note—8p.; The "Global Portal" blends the global and the local. In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see

RC 023 040.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Information, Acculturation, Colonialism, \*Cultural Maintenance, \*Indigenous Populations, \*Information Needs, \*Information Networks, Library Networks, Library Role, Lifelong Learning, \*Public Libraries, \*Rural Areas, Rural Development

Identifiers—\*Globalization, Knowledge

Rural communities face a dilemma in their efforts to keep pace with knowledge developments. Their remoteness makes access to knowledge of the outside world difficult, time-consuming, and costly. At the same time, the fact that there is access of a sort can mean that local knowledge becomes lost or discarded as somehow inferior. The pervasiveness of Anglo-American content on the World Wide Web amounts to virtual colonialism and threatens the survival of other cultures. The knowledge of indigenous peoples is particularly vulnerable. The challenge is to enable access to valuable knowledge globally and, concurrently, to mobilize resources that conserve the best of local knowledge and share that knowledge globally. The public library is situated strategically between community and globality. It is a portal providing access to information and knowledge resources through interlibrary loan networks and the Internet and, at the same time, collecting locally-produced information and knowledge resources unique to the area that it serves. However, no single agency alone has the resources for such a task. Collaboration is the key. Knowledge cooperatives involving businesses, communities, and state agencies, such as the Arctic Borderlands Ecological Knowledge Cooperative, and cooperation and mergers among local municipal libraries can achieve the critical mass necessary to attract properly qualified personnel and amass an adequate budget for appropriate technology. (Contains 31 references.) (TD)

ED 455 055

RC 023 051

Ruttan, Lia

**Issues in Shared Schools in Mixed Aboriginal & Non-Aboriginal School Systems.**

Pub Date—2000-05-00

Note—6p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—American Indian Education, \*Canada Natives, \*Community Relations, Competition, \*Cultural Differences, Culturally Relevant Education, Culture Conflict, \*Educational Objectives, Elementary Secondary Education, Equal Education, Foreign Countries, Intercultural Communication, \*Parent Attitudes, Parent Participation, \*Parent School Relationship, Racial Relations, Role of Education, World Views

Identifiers—Northwest Territories

Canada's public schools are essential public goods resources. For children to benefit, parents cooperate in efforts to support and enhance their children's education. In today's multicultural communities, parents have an increasingly complex mix of expectations, cultural beliefs, values, and assumptions regarding educational systems. Differing cultural and class backgrounds impact not only parents' worldview but also their specific goals for children. Educators note the increasing concern of parents in ensuring their children are prepared in terms of the embodied capital (knowledge, values, and skills) required for success in today's competitive labor markets. In this vein, a trend for academically advantaged parents to try to influence public school systems on behalf of their own children has been noted. On the other hand, Aboriginal parents wrestle with the appropriate role of traditional Aboriginal knowledge and cultural identity in public education, as well as issues related to continuing assimilationist impacts of the boarding school

experience. In many mixed Aboriginal and non-Aboriginal school systems, the sharing of increasingly scarce collective resources can result in misunderstandings and the failure to meet educational needs identified by either group. These issues are demonstrated in the experience of a small Northwest Territories (Canada) community with Aboriginal and non-Aboriginal residents. (Contains 27 references.) (TD)

ED 455 056

RC 023 052

Zapf, M. K. Bastien, B. Bodor, R. Carriere, J. Pelech, W.

**The Learning Circle: A New Model of BSW Education for Alberta's Rural, Remote, and Aboriginal Communities.**

Pub Date—2000-05-00

Note—9p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, American Indian Education, \*Canada Natives, College Programs, Community Involvement, \*Culturally Relevant Education, Distance Education, Foreign Countries, Geographic Isolation, Higher Education, \*Partnerships in Education, Program Descriptions, \*Program Development, \*Rural Education, Social Work

Identifiers—Alberta, University of Calgary (Canada)

In 1998, a consortium including the University of Calgary (Alberta) and representatives from social service agencies and Native organizations developed a Bachelor of Social Work (BSW) model for delivery in rural, remote, and Aboriginal communities. The model called for innovative course content that was culturally and geographically relevant to Metis and First Nations peoples; was aligned with traditional philosophies and knowledge systems; was flexible in time, place, and mode; and integrated the best of distance education technology with face-to-face opportunities. The conventional program structure was changed to a predominantly nonhierarchical structure—the "Learning Circle." Core content was organized into four main theme areas that comprised the outer ring of the Learning Circle. Students could take them in any order. Optional courses, the inner ring, could be taken at any time in the program. The four theme courses, related projects, and optional courses would be completed before the practicum, at the center of the Learning Circle, was begun. Instruction was begun in January 2000 with 73 students at 6 sites. Lessons learned include an expanded meaning of "access" that encompasses cultural relevance, the need for realistic time frames for initial program development, the discovery of community-level confusion about requirements for degree completion, the need for a flexible definition of "full-time student," and the need to move slowly in integrating distance education technology. (TD)

ED 455 057

RC 023 053

Hart, Gary

**Rural Health Issues. Keynote Address.**

Pub Date—2000-05-00

Note—7p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040. Edited transcript of a speech.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Allied Health Personnel, \*Educational Needs, Federal Aid, \*Health Services, Medical Education, \*Physicians, \*Public Poli-

cy. \*Rural Areas, Rural Education, Rural Urban Differences  
 Identifiers—\*Health Personnel Shortage, Rural Health Clinics

Medical students that come from rural areas are more likely to return to rural areas to practice, but rural students apply for medical school at half the rate of urban students. Factors that contribute to this problem are the lack of rural representation on medical school selection committees; centralization of medical education facilities in urban areas; the perspective payment system, which contributed to rural hospital closures; the reduction of services brought about through managed care; reductions in federal funding; the "one size fits all" approach to legislation; and the urban perspective of most policymakers. Addressing the rural health care provider shortage will require: educational programs that give rural students the science they need to apply to medical school; role models for rural students; rural physicians on medical school selection committees; more residency programs with a rural training track; community empowerment to determine and meet local health care needs; development of students' sense of place by reemphasizing courses such as geography and history; policies that encourage the recruitment and retention of rural physicians; increased federal funding of programs for the rural poor; insurance for the uninsured; an environment for rural providers that is satisfactory socially, financially, and professionally and gives opportunities for growth; and local leaders that take responsibility for efficient use of available resources. (TD)

ED 455 058

RC 023 054

Sodoti, Chris

**Rights for All: The Human Rights of Rural Citizens. Keynote Address.**

Pub Date—2000-05-00

Note—11p. In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, \*Civil Liberties, Educational Needs, Elementary Secondary Education, Equal Education, Foreign Countries, Geographic Isolation, Government Role, \*Health Services, Indigenous Populations, Public Policy, \*Rural Areas, Rural Education, Rural Urban Differences

Identifiers—Aboriginal Australians, \*Access to Health Care, Access to Technology, Australia, Health Personnel Shortage

The Australian Human Rights and Equal Opportunity Commission visited over 50 communities throughout Australia to assess the state of human rights in rural, regional, and remote Australia. Education and health services predominated the discussions. Rural children, especially Aboriginal children, have lower school attendance and completion rates than urban children, and they must travel long distances to school. Distance education is inadequately funded and is hampered by lack of telecommunications infrastructure. There is a lack of sporting and cultural opportunities for rural students. Many Aboriginal communities have no access to secondary education, and the education that is available is not culturally relevant. There is a lack of support in rural areas for children with special needs. Concerning health services, it was found that health needs increase, but the level of health care drops, as one moves from urban to remote areas. There is a shortage of general practitioners, nurses, dentists, specialists, and other health professionals, and in some areas practitioners do not treat patients under the arrangements of the national health insurance scheme, leaving poor people without access to any medical care. Indicators are worse yet for Indigenous people in remote areas. The commission will be disseminating successful local initiatives that it did find. The commission is also building a national support network for gay, lesbian, and bisexual rural youth. Other rights being violated in rural areas are discussed. (TD)

ED 455 059

RC 023 055

Martinez-Brawley, Emilia

**Seizing Alternatives: Ways of Knowing, Rural Research and Practice in the Helping Arts. Keynote Address.**

Pub Date—2000-05-00

Note—7p. In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Educational Attitudes, Holistic Approach, Models, \*Postmodernism, Qualitative Research, \*Research Methodology, \*Rural Education, Rural Environment, Social Bias, Social Science Research, \*World Views

Identifiers—\*Paradigm Shifts

Until the 1960s the rule of science was a characteristic of modernity in academic life. Since then, a postmodern trend has been running counter to a faith in a universal and objective scientific methodology. Postmodernists have taught us that there are no single truths, that there are many valuable perspectives, and that the line between the subjective and the objective is very blurred. Postmodern perspectives in the social sciences offer the opportunity for validating the unique contributions of those who think outside the prevailing paradigm of technical rationality—women, rural residents, minority groups, and anyone whose referents are not those of the industrial northern European world. Many premises we have come to accept as truth are antithetical to rural values and concerns. These premises include: bigger is better, all technology is equally useful, personalization must be sacrificed to progress, and higher outputs automatically improve the quality of life. Rural practitioners in social work and education have been saying for decades that theories validated in the cities were not useful in non-urban environments, but the dominant world view denied the validity of their position. Postmodernism allows the exploration of alternatives to standardized tests, curricula, outcomes, and practices and monocultural, monolingual education. Postmodernism permits rural people to seize the authority of their own views; to study, assess, and validate understandings from rural standpoints; and to mobilize us all for change. (Contains 16 references.) (TD)

ED 455 060

RC 023 056

Dey, Ian Jentsch, Birgit

**Rural Youth: The Policy Agenda.**

Pub Date—2000-05-00

Note—11p. In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Community Problems, Educational Needs, Foreign Countries, \*Job Development, Policy Analysis, \*Public Policy, Rural Areas, \*Rural to Urban Migration, \*Rural Youth, Unemployment, \*Youth Problems

Identifiers—Community Viability, \*Scotland

With the advent of a Scottish Parliament and a Minister and Parliamentary Committee for Rural Affairs, there is now a broad consensus that policies are needed to generate "quality jobs" for young people in rural Scotland. This agenda is politically appealing, since it addresses various rural problems, including retention of young people in rural areas and the viability of rural communities. However, proposed policies to promote "quality jobs" have several difficulties. Such proposals conflate separate issues into a single agenda, identifying young people's problems with those of rural communities and ignoring the complexities and intractability of the problems they claim to address. Young people may be better served by provision of

educational and employment opportunities in urban areas, while policies to improve the economic and social life of rural areas might be better directed at attracting newcomers than at trying to halt youth outmigration. Proposals to promote quality jobs also disregard the diversity of rural communities and rural youth, do not fully consider the costs of redistributing resources and services to rural areas, and tend to misconceive issues of whether rural youth have a "real choice" about staying or leaving home. Different policy principles are explored that relate to the needs of youth; rural-urban equity; or minimum standards for access to education, employment, and services. Policymakers' attention should shift from migration issues to provision of training and employment opportunities that enhance minimum standards of living. (Contains 25 references.) (SV)

ED 455 061

RC 023 057

Lofsnøes, Elsa

**Teachers' Thinking and Planning in the Subject of Social Studies in Small Non-Graded Schools in Norway.**

Pub Date—2000-05-00

Note—9p. In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Environment, \*Educational Strategies, Elementary Secondary Education, Foreign Countries, Knowledge Base for Teaching, \*Nongraded Instructional Grouping, Rural Schools, \*Small Schools, Social Studies, Teacher Attitudes, \*Teacher Role, Teacher Student Relationship

Identifiers—Norway

Approximately 43 percent of schools in Norway are nongraded schools. A study of teacher thinking and planning in social studies was carried out in six small, nongraded schools in rural Norway. An obligatory social studies theme in the national curriculum is "the human being in society." At each school, one teacher of students aged 11-13 was observed while presenting four lessons on this theme. The lessons lasted 1 hour to 1 day, and afterward the teacher was interviewed about her understanding of what happened in the classroom and the influence of the larger school context. The teacher's understanding of the instructional patterns in their contextual framework was analyzed in relation to some main goals of education common in pedagogical literature and teacher education in Norway. This paper presents analyses for five teachers. The teachers differed in their ability to cope simultaneously with all the important dimensions of teaching. Only one teacher had a good balance among all dimensions, was able to familiarize herself and the students with appropriate action patterns in the classroom, and therefore created joint control of the teaching situation. The extent to which teachers balanced or overemphasized dimensions of teaching was related to school leadership and school culture. Other findings are concerned with the home-like atmosphere of small ungraded schools, the relationship of such schools to their community, and the nature of teacher knowledge from an epistemological perspective. (Contains 16 references.) (SV)

ED 455 062

RC 023 058

Barnhardt, Ray Kawagley, Oscar Hill, Frank

**Educational Renewal in Rural Alaska.**

Pub Date—2000-05-00

Note—8p. In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Alaska Natives, \*American Indian Education, Culturally Relevant Education, \*Ed-



ucational Change, Elementary Secondary Education, \*Rural Education, Science Education Identifiers—Alaska, \*Alaska Rural Systemic Initiative, \*Indigenous Knowledge Systems

The Alaska Rural Systemic Initiative (AKRSI) was established in 1994 under the auspices of the Alaska Native/Rural Education Consortium, representing over 50 organizations impacting education in rural Alaska. AKRSI's institutional homebase and support structure are provided by the Alaska Federation of Natives in cooperation with the University of Alaska, with funding from the National Science Foundation and the Annenberg Rural Challenge. AKRSI aims to implement a set of initiatives that systematically document the indigenous knowledge systems of Alaska Native people and develop pedagogical practices integrating indigenous knowledge and ways of knowing into all aspects of education. In practical terms, the most important objective is increased recognition of the complementary nature of Native and Western knowledge, so both can be utilized more effectively as a foundation for the school curriculum. This paper provides brief overviews of the demographic and economic context of rural Alaska, the recent history of rural schools in Alaska, and the development of AKRSI. Five sets of science and math initiatives and five sets of language and culture initiatives are implemented on a 5-year rotational schedule in each of five cultural regions of Alaska (Yup'ik, Inupiaq, Athabaskan, Aleut, and Southeast regions). Twelve key AKRSI-sponsored activities are briefly described. (SV)

ED 455 063 RC 023 059

Cooke-Dallin, Bruce Rosborough, Trish Underwood, Louise

**The Role of Elders and Elder Teachings: A Core Aspect of Child and Youth Care Education in First Nations Communities.**

Pub Date—2000-05-00

Note—7p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*American Indian Education, Canada Natives, \*College Programs, \*Cultural Maintenance, \*Culturally Relevant Education, Foreign Countries, Human Services, \*Nontraditional Education, Older Adults, Postsecondary Education, School Community Relationship

Identifiers—\*Intergenerational Transmission

First Nations communities have particular needs to maintain cultural values as a central aspect of community. Elders, as the bearers of traditions and experience, are both the appropriate source and the appropriate vehicle for the maintenance and transmission of those values. On Vancouver Island, Malaspina University College delivers Child and Youth Care (CYC) First Nations 2-year diploma programs that incorporate the teachings of local elders through weekly seminars. Themes and topics covered in the seminars are subsequently woven into assignments and evaluation for other courses in the curriculum. This strategy aims to produce human services practitioners who understand the people, issues, and dynamics of the local area, as well as larger themes concerning worldview and identity. At the same time, provision of education in the home area lowers the monetary and social costs typically incurred when students go away to college. This paper defines elders and their traditional roles as teachers and role models; describes the relationship between elders and the teachings, the ongoing educational and social impact of oral tradition in Native communities, and the nature of intergenerational transmission of culture within the community; and discusses elements of the CYC program concerned with community connections, student engagement, and protocols of respect and proper conduct in the Elder Teachings course. (SV)

ED 455 064

Tiller, Tom

**Every Other Day. Keynote Address.**

Pub Date—2000-05-00

Note—8p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Educational Needs, Elementary Secondary Education, \*Experiential Learning, Family Life, Foreign Countries, Informal Education, \*Relevance (Education), Rural Education, \*School Community Relationship, \*School Role

Identifiers—Norway, Place Based Education

Schools need to be reoriented and restructured so that what is taught and learned, and the way in which it is taught and learned, are better integrated with young people's real-world experiences. Many indicators suggest that the meaningful aspects of school have been lost in the encounter with modern times. The title of this address—"Every Other Day"—is a metaphor drawn from the author's school days in northern Norway, where students attended school only on alternate days. The "other" day—the day off from school—was far more important for students' lives after graduation than they then realized. On the off day, children were involved in their families' daily lives, shared activities with adults, learned through observation and experience about their parents' work, and gained extensive knowledge of the local environment and community culture. Today, however, school totally dominates the lives of children. In addition to being a place to learn, school must be a "place to be" and a channeling mechanism for the speculative, commercialized forces in society. These are enormous tasks and they create problems at all levels of the educational system. Schools must find new ways to incorporate the benefits of the "other" day and create opportunities for "learning encounters" between schooling and everyday life. Rather than trying to create a common curriculum for all areas of a diverse country, schools should ground curricula in the local context and the daily experiences of students. (SV)

ED 455 065

RC 023 061

Bright, Larry K. Evans, Wayne H. Marmet, Kathy  
**Virtual Rural Community Development: Human Links That Sustain Web Links.**

Pub Date—2000-05-00

Note—9p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Community Development, Cooperation, \*Distance Education, Economic Development, Geographic Isolation, Information Technology, \*Internet, Life Style, \*Linking Agents, Rural American Indians, \*Rural Development, Rural Population, Telecommunications

Identifiers—\*Sense of Community, \*Technology Utilization

Outmigration in the rural Upper Midwest prompted a group of citizens and University of South Dakota faculty to form the Center for the Advancement of Rural Communities (ARC). ARC considers how to stimulate traditionally competitive and isolated South Dakota peoples to collaborate for economic, social, educational, political, and cultural gains. As linkages with other like-minded rural groups were made and as members become informed about the importance of Internet resources in marketing new ideas and business ventures, ARC began developing a virtual rural community. ARC works with a distance education project that is bringing high bandwidth interactive video to 12 rural communities in the region, and

with a national organization that explores the interests of national and international rural groups that desire to collaborate in maintaining their lifestyle, particularly as an alternative to urban models. Rural economic development requires rural citizens to envision a larger community. This requirement conflicts with traditional values of self-sufficiency and independence. Using telecommunications technologies to link widely distributed, small groups of fiercely independent people takes significant planning and energy. ARC has learned that, at least for the current generation of rural adults, face-to-face communication must precede use of Web/technological resources; technology applications must reflect intentions and values of rural people; and facilitators need warmth, interest, exceptional listening skills, and accurate recording skills to build communication linkages. (TD)

ED 455 066

RC 023 062

Chapman, Anne Pyvis, David

**Literacy and Numeracy Needs and Priorities: A Case Study of Regional TAFE Courses in Western Australia.**

Spons Agency—Language Australia, Melbourne (Victoria).

Pub Date—2000-05-00

Note—7p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040. Study was an Innovative Adult Literacy Research Project funded by the Western Australia Adult Literacy Research Network Node of Language Australia: National Languages and Literacy Institute of Australia.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Discourse, \*Adult Education, Case Studies, College Bound Students, \*College Preparation, Communication Skills, Education Work Relationship, Foreign Countries, Lifelong Learning, Postsecondary Education, \*Rural Education, Secondary Education, Vocational Education

Identifiers—Australia (Western Australia), Professionalism, \*TAFE (Australia)

Rural Technical and Further Education (TAFE) students making the transition from rural and remote areas of Australia to urban university environments are likely to face educational challenges. Different understandings of literacy and numeracy held by the TAFE and tertiary sectors intensify these challenges. Case studies of four Western Australia TAFE courses (health science, tourism, children's services, and information technology) explored how further study options at university campuses are facilitated by the literacy and numeracy strategies and practices in regional TAFE courses. Literacy and numeracy strategies used in TAFE courses included modeling vocabulary, assimilation, transformational shifts in language, definitional practices, professional context, use of register, interpersonal exchanges, lifelong learning, emphasizing importance to employers, utilizing student interests, using multimedia, and diagnostic analysis. Educational needs and priorities identified include being aware of the political, social, and cultural dimensions of literacy and numeracy practices; integrating practical and theoretical aspects of course content; developing competency in professional discourses; making transformational shifts between everyday and professional language; demonstrating a high level of reading, writing, aural and oral communication skills; demonstrating competency in mathematical skills; approaching literacy and numeracy as practices for self-directed and lifelong learning; and developing competency in multimedia technology. (TD)

ED 455 067

RC 023 063

Corbett, Mike

**Learning To Leave: The Irony of Schooling in a Coastal Community...Some Preliminary Findings.**

Pub Date—2000-05-00

Note—10p.; In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Educational Attainment, Educational Attitudes, Elementary Secondary Education, Fisheries, Foreign Countries, Higher Education, \*Migration Patterns, Participatory Research, \*Relocation, \*Role of Education, \*Rural Areas, Rural Education, Secondary Education, \*Sex Differences

Identifiers—\*Nova Scotia, Sense of Place

A study examined the role of education in outmigration from the rural coastal community of Digby Neck, Nova Scotia. Data gathered on 756 Grade 6 students who left Digby Neck Consolidated School between 1957 and 1992 were supplemented by in-depth interviews with 36 of those former students, 12 area educators, and community members. Findings indicate that area residents define migration according to a spatial geography that is connected to economic activity and the social character of the region—"around here" is within 50 kilometers of Digby Neck, "not far" is within 250 kilometers, and "away" is beyond 250 kilometers. Both males and females who moved to the "not far" and "away" regions had acquired considerable educational credentials. Nearly a third of this group had a university-level education. Women were much more likely to move from Digby Neck than men, but their migrations tended to be to the "around here" and "not far" regions. Nearly two-thirds of the population studied remained "around here," which was not considered outmigration. Women who stayed on Digby Neck had considerably more educational credentials than men, reflecting the higher male resistance to formal education and their greater work opportunities in the area fishery. Male stayers were represented far more pervasively in the lowest educational category. Education was clearly linked to migration beyond the "around here" region, while those who remained were marked by low literacy level and poverty. (Contains 16 references.) (TD)

**ED 455 068**

RC 023 064

Green, Rosemary

**Rural Social Welfare: Preparing Students To Work Effectively in Rural Communities. An Australian Experience.**

Pub Date—2000-05-00

Note—6p.; In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*College Programs, Community Services, Course Descriptions, \*Courses, Foreign Countries, Higher Education, \*Rural Areas, Social Work, \*Social Workers

Identifiers—Australia (Victoria), Rural Culture, University of Ballarat (Australia)

The complexity of rural practice in rural and remote communities means that higher order skills are required by rural social workers. In 1991, the University of Ballarat in Victoria (Australia) began teaching a course to prepare students for work in rural social welfare. The course was developed partly to meet industry needs, as local agencies were unable to attract qualified staff. While generic skills, such as counseling and group work, are taught, they are taught with emphasis on particular issues likely to occur in rural settings. Contextual issues include the role of the practitioner as a professional and a community member, confidentiality and privacy, and working within and between complex social networks. Existing courses of social work and welfare address rural practice in a peripheral fashion, whereas rural practice is thoroughly

integrated into all elements of this course: course philosophy, curriculum design, teaching strategies, and assessment. The course's philosophical approach emphasizes community development principles of engagement and empowerment within communities. A brief framework of the course and evaluations completed by staff and students are provided. (Contains 15 references.) (TD)

**ED 455 069**

RC 023 065

Kitchenham, Andrew D.

**Following the Canada Goose: Teacher Supply and Demand Issues for Rural School Districts.**

Pub Date—2000-05-00

Note—5p.; In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, Foreign Countries, Higher Education, Job Satisfaction, \*Labor Turnover, \*Relocation, \*Rural Schools, \*Rural to Urban Migration, School Districts, \*Teacher Attitudes, Teacher Education, Teacher Recruitment, \*Teacher Shortage

Identifiers—\*British Columbia

Canada will face a serious teacher shortage in the next 15 years due to the aging of its teaching work force. A study of patterns of teacher supply and demand in British Columbia (Canada) interviewed key informants at the Ministry of Education, British Columbia College of Teachers, and British Columbia Teachers' Federation, and board officials and union presidents from 12 school districts. Findings include the "Canada Goose Syndrome"—rural teachers leaving isolated, rural school districts to pursue teaching careers in the south of British Columbia. These migrants are responding to the needs of urban school districts that are experiencing massive retirements. This syndrome will exacerbate the situation in rural school districts, which are already experiencing shortages of qualified teachers. Recommendations include providing financial and other incentives to rural teachers, opening a university in northern British Columbia, and linking years of experience with financial incentives. Other research indicates that the United States, Australia, and New Zealand have similar experiences. (TD)

**ED 455 070**

RC 023 066

King, John Bond, Trevor

**Rural Parents' and Students' Satisfaction with Public Schools in Queensland.**

Pub Date—2000-05-00

Note—7p.; In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Distance Education, Elementary Secondary Education, Foreign Countries, Geographic Isolation, \*Parent Attitudes, Public Schools, \*Rural Schools, \*Satisfaction, \*School Attitudes, \*School Size, School Surveys, \*Student Attitudes

Identifiers—\*Australia (Queensland)

In 1997-98, parents and students at 1,300 elementary and secondary public schools in Queensland (Australia) were surveyed to measure their satisfaction with their school. Some 38,000 parents and 43,000 secondary students responded to the survey. Results indicate that for parents, there was a conflict between remoteness/isolation and school size/complexity. Those parents whose children attended the most isolated schools reported the least satisfaction with their schools, yet parent satisfaction was highest for small, rural schools. However, with the exception of community school students, students in remote/isolated areas were the most sat-

isfied with their schools. Student satisfaction also increased as school size/complexity decreased. By school type, special schools received the highest ratings from parents and students, and community schools received the lowest. Students reported higher satisfaction levels for schools of distance education than parents. When calculated by district, parent satisfaction levels were lower for the most remote/isolated districts, but students gave the highest satisfaction ratings to the two most remote districts and another district that could be described as remote. The conflict between parent and student perceptions suggests that parents and students apply different criteria in expressing school satisfaction. Community school clients were primarily indigenous Australians, and differences in satisfaction levels towards community schools might relate more to cultural issues than remoteness/isolation. Six tables present results. (TD)

**ED 455 071**

RC 023 067

Montgomery, James C.

**The Issues Shared by Professionals Living and Working in Rural Communities in British Columbia.**

Pub Date—2000-05-00

Note—7p.; In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Foreign Countries, Health Personnel, \*Job Satisfaction, Occupational Surveys, Police, \*Professional Personnel, \*Quality of Life, \*Rural Areas, Rural Population, Sex Bias, Social Services, Teacher Attitudes, Teachers, \*Work Attitudes

Identifiers—\*British Columbia, \*Rurality

A study examined community, workplace, and social issues faced by professionals in education, health, human services, and law enforcement in eight rural British Columbia (Canada) communities. Surveys and interviews with 36 professionals revealed a dissonance between views of rural issues in the literature and views of local practitioners. The rural-as-deficient perception dominates the literature while rural professionals see rurality as something that is different. An original list of 50 issues was condensed to 20 that were shared by rural professionals. Findings suggest that most rural professionals are married; there is a gender bias in rural policing, nursing, and teaching; rural professionals typically grow up rurally and do not feel professionally prepared for their rural work; the main reason for moving to a rural community is work; the ages of rural professionals and their longevity in a community are indirectly related to the rurality of a community; and rural professionals in the middle levels of rurality tend to have more children than professionals at higher and lower levels. It is concluded that there is a positive correlation between levels of rurality and rural issues; indexing of rurality works; rural professionals are a homogeneous group; and rurality is valued by this group. (TD)

**ED 455 072**

RC 023 068

Varpalotai, Aniko

**Canadian Rural Girls and Women: Preparing for the Millennium.**

Pub Date—2000-05-00

Note—11p.; In: *Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000);* see RC 023 040. Funded by a Faculty of Education Research and Development Grant, University of Western Ontario.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Adult Education, Agricultural Education, \*Entrepreneurship, \*Farmers, Foreign Countries, \*Nonschool Educational Programs,

Organizations (Groups). \*Rural Development, Rural Education, \*Rural Women, Self Employment, Social Networks, \*Womens Education, Youth Programs

Identifiers—Ontario, Training Needs, \*Womens Organizations

Over the past century, rural girls and women have increasingly taken on leadership roles in response to rural community development concerns and farm crises threatening the very existence of family farms and surrounding communities. This paper provides a brief historical overview of the status of women in rural Canada, and then describes the participation of girls and women in contemporary rural communities, with a focus on farming communities in southwestern Ontario. Case studies of rural girls' and women's involvement in 4-H clubs, Women's Institutes, Ontario Agri-Food Education Inc., and Women in Rural Economic Development (WRED) are included, with particular emphasis on the impact of WRED on the lives of rural women and their communities. WRED provides rural women with education, information, networking opportunities, and financial resources to begin and maintain small businesses. WRED strategies were tailored to meet rural women's issues, such as isolation, lack of formal education, and need for flexibility and child care. Many women in WRED are also active in Women's Institutes, hold leadership positions in local 4-H clubs, and participate in Agriculture in the Classroom programs in both rural and urban schools. They are trying not only to maintain their own rural communities and identities, but also to educate youth and urban dwellers about the important role of agriculture in all our lives. (Contains 43 references.) (TD)

ED 455 073

RC 023 069

Witham, Mark

**The Real Cost of Rural Schooling in South Australia from a System's Perspective.**

Pub Date—2000-05-00

Note—18p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040. Some tables and figures may not reproduce well.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Budgeting, Class Size, \*Educational Equity (Finance), Elementary Secondary Education, Foreign Countries, \*Resource Allocation, \*Rural Schools, \*Rural Urban Differences, School Funds, \*State Aid, State Departments of Education, Teacher Student Ratio

Identifiers—\*Australia (South Australia), Funding Formulas

The South Australian State Department of Education, Training and Employment allocates funding to schools in much the way that the literature suggests is a generic basis for funding schools. This includes per school base funding, per student funding for all students, additional per student allocations based on year levels, and additional per student allocations based on learning needs of students. An analysis of departmental ledger information for the 1997/98 financial year established the department's implicit policy of allocating resources within country and metropolitan schools. It is clear that the basis for allocating resources at the system level is not congruent with how schools themselves allocate resources. The particular policy implication of this mismatch for rural schools relates to the allocation of resources to senior secondary students. The system assumes that senior secondary students require significantly more resources than schools actually allocate. Schools reallocate these surplus resources back to junior secondary students in both country and metropolitan areas. Country schools tend to have relatively lower retention to year 12 and thus have less surplus resources to reallocate compared to metropolitan schools. (Contains 19 references.) (TD)

ED 455 074

RC 023 070

Taylor, Tony

**From the Bush to the City: Reversing an Australian Trend in Teacher Professional Development.**

Pub Date—2000-05-00

Note—11p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Educational Cooperation, Educational Policy, Elementary Secondary Education, \*Faculty Development, Foreign Countries, Models, \*Partnerships in Education, \*Politics of Education, Professional Isolation, Program Descriptions, Program Design, \*Rural Education, \*Teacher Alienation

Identifiers—\*Australia (Victoria)

Australian society in the 1990s has been marked by the gradual disenfranchisement of rural communities due to the urban bias of political and economic decision-makers. In Victoria, curriculum changes based on strategic centralism, consumer capture, and educational accountability were accompanied by a more controlled, urban-biased approach to professional development that alienated many rural teachers. In South Gippsland (Victoria), a professional development working group developed "Gourmet PD," a professional development program controlled by rural teachers. Gourmet PD has been a startling success because it was developed by rural planners to meet rural needs; it remained responsive to changing rural needs; it was ignored by urban education planners until it had become so established that metropolitan interference was not an option; it emphasized continuing client and customer consultation; it hired a local teacher to be program manager; the local department of education supported the program; the Monash University, the local department of education, and two Gippsland centers for adult and community education remained partners, not owners, of the program; and it provided high-quality professional development at half the cost of other equivalent programs. As of January 1999, over 7,000 teachers were engaged in Gourmet PD activities and it has become the preferred model for professional development in both rural and urban settings. (Contains 18 references.) (TD)

ED 455 075

RC 023 071

Borden-Ballard, Elaine M. Sinclair, Glenn Wm.

**Mentorship & the Development of Rural Leadership.**

Pub Date—2000-05-00

Note—13p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Administrator Education, Administrators, \*Experiential Learning, Higher Education, Informal Education, \*Leadership Training, Lifelong Learning, \*Management Development, \*Mentors, \*Professional Development, Rural Schools

Identifiers—\*Protege Mentor Relationship

Drawing on the experience of a 21-year mentoring relationship between two rural school administrators, this paper describes 11 components of an effective working mentorship. These elements are: establishing the relationship, the communications process, setting goals, determining skills, time commitment, broadening the protege's horizons, additional benefits to the protege, types and extent of interventions, leadership versus teamwork, linkages and connections, and benefits to the organization. This experience reflects current trends in the business community in which job-embedded learn-

ing, which includes mentoring, is considered to be a new paradigm for staff development. There is a need to develop more formal recognition of mentoring as a tool or avenue within a rural administrator's professional development program. Mentoring presents educators with an alternative to workshop-based professional development and other more traditional inservice learning programs and is more relevant to the situation of rural administrators and educators. The real challenge, however, is to find the way by which this entire activity can be incorporated into the academic accreditation process in a manner similar to that utilized by proponents of prior learning assessment. (Contains 46 references.) (TD)

ED 455 076

RC 023 072

Sher, Jonathan P.

**Connecting Rural School Reform and Rural Child Advocacy. Keynote Address.**

Pub Date—2000-05-00

Note—7p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Change Strategies, Child Advocacy, \*Child Welfare, \*Citizenship Responsibility, Educational Change, Elementary Secondary Education, Futures (of Society), Holistic Approach, \*Lobbying, \*Politics, Power Structure, \*Social Action, Social Change, Speeches

Identifiers—\*Coalitions

In North Carolina, legislation giving health insurance to children of modest-income working families was won because a broad coalition of over 100 organizations got the attention of lawmakers. Because all children benefitted, rural children benefitted, but a few groups pushing for health insurance for just rural children would not have gotten their agenda passed. When thinking beyond individual issues such as the economy, health care, or education, it can be seen that they are a means to an end. The end is what needs to be focused on, and that is the well-being of children. Recommendations for achieving that end include: (1) putting aside personal and professional egos and narrow organizational agendas and becoming deeply involved in broad, unprecedented, seemingly unlikely political coalitions; (2) redefining the goal as making the community, region, state, or province a better place in which to be a child and to raise a child, because by establishing the primacy of child well-being, the mother of all paradigm shifts will have been made, which will encompass all other individual issues; and (3) making sure that a good outcome actually is achieved, instead of simply posturing or giving a good try. The real divide in the world is not between urban and rural, it is between the powerful and the marginalized. Collectively, people have a degree of power that they cannot ever have individually or in their own little areas. Helping all children helps not only rural kids, but also rural communities and rural economies. (TD)

ED 455 077

RC 023 073

Shelton, Jack

**Better Rural Schools Building Better Rural Communities. Keynote Address.**

Pub Date—2000-05-00

Note—8p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Active Learning, \*Change Agents, Cooperatives, Educational Change, Elementary Secondary Education, Experiential Learning, \*Partnerships in Education, Relevance (Education), \*Rural Schools, \*School Community Re-



lationship, Service Learning, Small Schools, Speeches

Identifiers—Alabama, \*Place Based Education, Sense of Place

The PACERS Small Schools Cooperative is an association of 29 small public schools in 25 communities in rural Alabama whose goal is to keep schools open by making visible their viability. To that end, the schools of the cooperative develop appropriate curricular and extracurricular opportunities for schools and students that involve the people in the community; they develop these curricula "in house" using their own teachers and their own interactive technology; they promote active learning in the schools, and by extension create active communities; and they generate information and research. They have made connections between schools and communities in order to forge long-term partnerships that produce public outcomes. Active learning, place-based learning, public outcomes, and "consequential learning" have enabled young people to know that they can make a difference and be recognized in their communities as people who make a difference. Cooperative achievements include finding a lot of partners and funders, starting over 50 school-based enterprises through the "Alabama Real" program, and being invited and funded by the Alabama Legislature to implement all of Alabama's mandated courses online as well as develop remediation courses. The PACERS experience shows what happens when people come together to build upon their own strengths, use their own resources, make their work public, and intend to change the way things are. (TD)

ED 455 078 RC 023 074

Krynowsky, Bernie

**Rural Professionals: A Tertiary Preparation Model.**

Pub Date—2000-05-00

Note—4p.; In: Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000); see RC 023 040.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*College Curriculum, \*Curriculum Development, \*Experiential Learning, Higher Education, Interdisciplinary Approach, Mentors, Models, Practicums, \*Professional Education, \*Rural Education, \*Teacher Education

Identifiers—\*Rural Studies

An outline is proposed for a tertiary course in rural studies for professionals such as teachers, nurses, and social workers that would better prepare them for rural service. The course could be an elective in general studies or give credit toward professional certification. Key components for effective rural preparation of professionals should be knowledge about social and professional aspects of living and working in rural communities, exposure to work and life in a rural community, and experience working with a mentor in a rural setting. Coursework will consist of eight 3-hour workshops with a rural placement practical work experience for 2-3 weeks. There will be a readings book of four to seven relevant articles related to the course content. Assignments will consist of researching and writing a rural issues paper, completing a major project related to the chosen profession, completing a 2- to 3-week rural practical experience, and presenting a critical analysis of the experience. The eight workshops will be orientation day; historical and social contexts of rural communities; analysis of issues affecting rural professionals; finding out more about rural professionals and their work; case studies, communication skills, and problem solving; cultural perspectives simulation; major assignment presentations; and debriefing interview after the practical experience. (TD)

ED 455 079 RC 023 086

Slavin, Robert E. Madden, Nancy A.

**Reducing the Gap: Success for All and the Achievement of African-American and Latino Students.**

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-04-00

Contract—R-117-40005

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*Achievement Gains, \*Black Students, Change Strategies, \*Educational Change, Elementary Education, \*Hispanic American Students, Improvement Programs, Models, Outcomes of Education, Program Evaluation, Racial Differences, Reading Achievement, \*Reading Instruction

Identifiers—African Americans, Latinos, \*Success for All Program, Texas

One educational innovation that is having a widespread and disproportionate impact on the gap in academic achievement between African-American and Latino children and their White peers is Success for All (SFA), a comprehensive reform model for elementary schools piloted in Baltimore in 1987. SFA, a whole-school reform model that focuses primarily on reading, provides schools with research-based curriculum materials, instructional strategies, and extensive professional development and follow-up. It provides one-to-one tutoring for young children struggling in reading, as well as active parent involvement programs. A large number of studies have found significant positive effects of SFA on the reading achievement of African-American and Latino students. A Texas statewide evaluation of 111 SFA schools found that while the racial gap in Texas Assessment of Academic Skills reading achievement was diminishing for all Texas schools, 1994-98, it diminished significantly more for African-American and Latino students in SFA schools. For schools that had implemented SFA for the longest time, the final gap was only 4 percentage points for African-American students and 7 for Latinos, compared to 14 and 10, respectively, for Texas African-American and Latino students not in SFA schools. The results of these studies suggest that African-American and Latino students may be particularly responsive to improved quality of instruction, and that with a variety of educational interventions it may be possible to substantially reduce or eliminate the persistent achievement gap. (Contains 18 references and 8 figures.) (TD)

ED 455 080 RC 023 094

King, Betty S. Hustedde, Ron

**Strengthening Civic Engagement in Community Decision-Making.**

Southern Rural Development Center, Mississippi State, MS.

Spons Agency—Economic Research Service (USDA), Washington, DC.; Kentucky Univ., Lexington. TVA Rural Studies Program.; Farm Foundation, Chicago, IL.

Pub Date—2001-05-00

Note—12p.; Theme issue. Also sponsored by the 29 Southern land grant institutions.

Available from—For full text: <http://ext.msstate.edu/srsc/publications/millennium.htm>

Journal Cit—Rural South: Preparing for the Challenges of the 21st Century; n19 May 2001

Pub Type—Collected Works - Serials (022) — Reports - Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Citizen Participation, Community Cooperation, \*Cooperative Planning, Economic Development, Extension Education, Holistic Approach, \*Leadership Training, Participative Decision Making, \*Rural Areas, \*Sustainable Development, \*Systems Approach

Identifiers—\*United States (South)

Citizen engagement is important for preserving a prosperous democracy and keeping elected officials

accountable to their constituents. New issues affecting rural citizens are causing communities to reframe and ask new planning questions. Two approaches to citizen engagement are asset mapping, in which communities focus on their strengths and resources instead of problems and deficiencies, and systems thinking, which considers how the interdependence of issues affects whole systems. Barriers to citizen involvement include a lack of trust in others, a lack of time, subtle racial and economic barriers, feelings that citizen input is not welcome or considered, and community leaders who believe that citizens don't understand community issues and complicate the decision-making process. Institutions that nurture rural civic engagement are the cooperative extension services and leadership programs sponsored by local chambers of commerce and other organizations. Recommendations for increasing citizen engagement include clarifying Cooperative Extension Service policy about the nature of leadership and civic engagement work and its significance in the broader mission of building citizen capacity; expanding diversity, not just in numbers or parity of participation by race or gender, but organizationally and ideologically; directing more leadership development efforts in the rural South toward those with limited incomes and diverse racial, ethnic, and ideological backgrounds; developing and strengthening urban-rural relationships; and continuing the role of academic institutions in building citizen engagement. (Contains 12 references.) (TD)

ED 455 081 RC 023 096

Harmon, Hobart L.

**Attracting and Retaining Teachers in Rural Areas.**

Pub Date—2001-03-02

Note—17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teacher Induction, \*Educational Needs, Elementary Secondary Education, Higher Education, Mentors, \*Rural Education, School Community Relationship, Teacher Education, Teacher Orientation, \*Teacher Persistence, \*Teacher Recruitment, \*Teacher Shortage

Identifiers—Teacher Community Relationship

Although the problem varies across the United States, overall there is a shortage of rural teachers, especially in the subject areas of math, science, and special education. Recruiting teachers for rural settings requires targeting persons with rural backgrounds, attacking the negative stereotypes surrounding rural schools, and stressing the benefits of teaching in rural schools. Institutions of higher education could help recruit teachers for rural areas by encouraging students to visit rural districts, posting job openings, selling the positive aspects of rural teaching, inviting rural educators to be guest lecturers, providing rural internships, increasing interaction with rural personnel directors, preparing for teaching in multiple subject areas, sponsoring recruiting fairs, offering masters degree programs through summer school, and preparing teachers to direct extracurricular activities. Retaining rural teachers requires the coordinated effort of the school and the community. The community can recognize new teachers' accomplishments and invite them to local activities. The school can ease the transition of new teachers by assigning mentors, providing administrative contact and support, providing frequent inservice programs, providing release time for inservice and professional development activities, streamlining paperwork, offering orientation programs, locating adequate housing, providing merit increases for exceptional performance, and establishing the support of the school board. (Contains 29 references and 3 tables.) (TD)

ED 455 082

RC 023 097

Staher, Brian Sheaff, Katharine

**The Success of the "E-Rate" in Rural America. The Main Street Economist: Commentary on the Rural Economy.**

Federal Reserve Bank of Kansas City, MO. Center for the Study of Rural America.

Pub Date—2001-02-00

Note—5p.

Available from—For full text: <http://www.kc.frb.org/RuralCenter/mainstreet/MainSt-Main.htm>.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Financial Support, Geographic Isolation, Internet, Program Evaluation, \*Public Libraries, Rural Areas, \*Rural Schools, Rural Urban Differences, \*Telecommunications

Identifiers—\*Access to Technology, \*E Rate (Internet), Telecommunications Infrastructure

A key component of the Telecommunications Act of 1996 was the "E-rate," a program designed primarily to help fund telecommunication improvements at rural schools, libraries, and health care facilities. The program offers discounts that can be applied to telecommunication services, Internet access, and internal connections. An evaluation of the first two funding cycles of the program used data from 15 representative states. Findings indicate that general awareness of the program is quite high, but some differences across states indicate that some school districts may have been more aggressive in pursuing funds than districts in other states. Although rural areas are the key target of the funding programs, per capita funding in rural regions of six states was below the per capita funding level for the entire state. These results raise questions about whether all of the E-rate's rural goals are being met. Rural areas are in danger of being passed over when advanced telecommunication services are deployed, and many rural areas need help in making these services affordable. But the funding levels in many states in the sample could have been much higher. Funding levels appear to be a direct result of efforts on the part of rural stakeholders themselves. Therefore, individual schools, libraries, and school districts in rural areas seeking to increase their funding levels have the power to do so. Despite mixed results, the E-rate is considered a success for rural America. (TD)

ED 455 083

RC 023 098

Batchelor, Kim

**Using Visualizations in HIV Prevention Education: Lessons from the Global South.**

Pub Date—2001-00-00

Note—13p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, At Risk Persons, Citizen Participation, \*Community Involvement, Empowerment, \*Health Education, Health Promotion, Models, \*Participatory Research, Prevention, \*Public Health

Identifiers—\*Marginalized Groups, Sexually Transmitted Diseases

The demographics of the human immunodeficiency virus (HIV) epidemic have changed from impacting affluent white gay men to impacting the poor, people of color, the young, and women. Sexually transmitted diseases (STDs) disproportionately affect these same populations. One approach that stresses the inclusion of the voices of marginalized individuals—participatory learning and action (PLA)—offers an opportunity to make HIV prevention a more innovative, effective, and collaborative effort. The key to PLA is participation by local people, often in groups, in the investigation of a problem. Their participation might include open-ended sharing and analysis, which often involves visual methods such as diagramming and mapping the community environment. The second basic component is questioning the behavior and attitudes of outsiders, who are urged to listen to, learn from, and respect local people. The third component is the encouragement of creativity and flexibility over for-

mality and codification of the techniques. Extensive use of PLA in rural areas of the global South has shown that the method generates valid and reliable quantitative and qualitative data. Advantages of the method include its ability to access members of "hidden" populations that cannot be reached by conventional survey research and the empowerment of local people. Six visual techniques used in PLA are discussed. (Contains 19 references.) (TD)

ED 455 084

RC 023 099

Vera, Elizabeth M.

**Aspirations, Barriers, and Community****Strengths: A Qualitative Survey of Urban Chicano Youth and Families. Occasional Paper No. 38. Latino Studies Series.**

Michigan State Univ., East Lansing. Julian Samora Research Inst.

Pub Date—2000-01-00

Note—13p.; Table may not reproduce well.

Available from—For full text: <http://www.jsri.msu.edu/RandS/research/ops/oc38abs.html>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Aspiration, At Risk Persons, Community Involvement, \*Community Problems, \*Focus Groups, Hispanic Americans, Junior High Schools, Needs Assessment, Parent Role, \*School Community Relationship, Students, Teacher Role, \*Urban Problems, \*Urban Youth, Youth Problems

Identifiers—\*Chicanos, United States (Midwest)

To initiate a primary prevention program in a Midwestern urban community consisting primarily of Chicanos, needs were assessed by conducting focus group meetings with school administrators, teachers, parents, and children in a public school setting. In each student focus group, 8-10 children were selected from a seventh-grade classroom, an eighth-grade classroom, and a mixed seventh/eighth-grade bilingual classroom. Fifteen parents participated in the parent group, and 6 teachers comprised the teacher group. Aspirations included academic achievement; the desire to attend a "good" high school, which students defined as a public magnet high school with advanced curriculum and no gang violence; occupations that would provide financial stability; good health; and personal safety. Barriers to aspirations included peer pressure to engage in risky behaviors such as drugs, sex, or gang membership; interpersonal and random violence; a lack of interpersonal relationships with significant adults such as parents, older siblings, or teachers; inaccessible teachers; and low self-confidence. Community strengths identified included the school as a safe haven, healthy personal relationships, community programs, and after-school activities. Implications for prevention programming include forging more personal relationships between teachers and families; initiating policy changes and interventions to counteract violence problems; integrating self-confidence, assertiveness, and communication training into school programs; and providing more after-school activities. (Contains 20 references.) (TD)

ED 455 085

RC 023 108

Portes, Pedro R. Zady, Madelon F.

**Cultural Differences in the Self Esteem and Adaptation of Spanish-Speaking Second Generation Adolescents.**

Spons Agency—Russell Sage Foundation, New York, NY.; Spencer Foundation, Chicago, IL.; National Science Foundation, Arlington, VA.

Pub Date—2000-04-00

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-27, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Acculturation, Achievement Need, \*Early Adolescents, Ethnic Bias, \*Ethnicity, \*Hispanic American Students, \*Immigrants, Minority Groups, Parent Child Relationship, \*Personality Development, Predictor Variables, Secondary

Education, \*Self Esteem, Social Adjustment, Socioeconomic Influences

Identifiers—\*Children of Immigrants

Development of self-esteem tends to become stable in middle adolescence for mainstream groups, but relatively little is known about self-esteem development of individuals in groups undergoing cultural adaptation, such as Spanish-speaking adolescents. The idea that immigrant students (voluntary minorities) are alike in many psychological and social aspects ignores the role of intergroup social relations and culture upon the development of self-esteem. This paper examines the relationships among self-esteem, culture, and adaptation, using data from the Youth Adaptation and Growth questionnaire developed for the Second Generation Project in Miami and San Diego. For this analysis, the sample included approximately 2,600 students in grades 8-9 of Mexican, Cuban, Nicaraguan, or Colombian origin. The Cuban group was divided into private and public school students. Students were foreign-born or had at least one immigrant parent. As in mainstream samples, parent-child conflict and, to a lesser extent, depression were common predictors of self-esteem across most groups. However, groups differed in the importance of other predictors: academic achievement, achievement need, English proficiency, perceived discrimination, familism, and family structure. A model is proposed in which an immigrant group's adaptation (measured by self-esteem) is a function of the group's cultural history and traits, its compatibility with either mainstream or other minority groups, its reception by the mainstream, and its political and social capital. (Contains 65 references and 6 data tables.) (Author/SV)

ED 455 086

RC 023 111

Garcia, Victor

**Bringing Anthropology Home: Latina/o Students, Ethnographic Research, and U.S. Rural Communities. Occasional Paper No. 57. Latino Studies Series.**

Michigan State Univ., East Lansing. Julian Samora Research Inst.

Pub Date—2001-06-00

Note—17p.

Available from—For full text: <http://www.jsri.msu.edu/RandS/research/ops/oc57abs.html>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Anthropology, Doctoral Programs, \*Field Studies, \*Graduate Study, Higher Education, \*Hispanic American Students, Relevance (Education)

Identifiers—\*Chicano Studies, Latinos, Universidad Iberoamericana (Mexico), \*University of California Santa Barbara

Very few Latinos earn doctorates in anthropology, and the number enrolling in undergraduate programs is also not encouraging. This paper addresses the low and stagnant number of "new" Latino doctorates in anthropology, discusses reasons for this poor showing, and presents a possible solution—an approach to the study of anthropology that emphasizes fieldwork to make students active participants in their training. This approach is a key component of the Palerm School of Anthropology, which has produced many doctorates in Mexico and has been implemented at the Center for Chicano Studies at the University of California, Santa Barbara (UCSB). About 25 years ago, anthropology in Mexico took a radical turn in its intellectual development, moving away from functionalism and "indigenismo" toward cultural ecology and peasant studies. Mexican anthropology also became more applied as Angel Palerm and his cohorts began to address development issues. An advocate of integrating theory and praxis at the start of a student's career, Palerm established a field school in Tepetlaoztoc, where Mexican and foreign students studied specific issues in rural communities. Juan Vicente Palerm introduced his father's approach at UCSB, involving Chicano students in ethnographic field studies of Mexican farmworkers in California agriculture and of Mexican American communities and developing a faculty mentoring program for graduate anthropology students. These experiences show Latino students that anthropology is relevant

to the pressing problems of the Latino population and to the students' career goals. (Contains 14 references.) (SV)

**ED 455 087** RC 023 112

De Anda, Roberto M.

**Mexican-Origin Women's Employment Instability. Working Paper No. 51.**

Michigan State Univ., East Lansing. Julian Samora Research Inst.

Pub Date—2000-10-00

Note—15p.

Available from—For full text: <http://www.jsri.msu.edu/RandS/research/wps/wp51abs.html>.

Pub Type—Reports - Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Education Work Relationship, Educational Attainment, Educational Status Comparison, \*Employment Patterns, \*Females, Immigrants, \*Income, Job Security, \*Mexican Americans, \*Underemployment, Whites  
Identifiers—Latinas

This paper compares the causes and consequences of employment instability among Mexican-origin women, White women, and White men. Data came from the work experience supplement in the March 1995 file of the Current Population Survey for a sample that included 1,399 Mexican-origin women, 17,092 White women, and 24,440 White men. All were experienced noninstitutionalized workers aged 16-64. In the unstable employment category were those workers who had experienced at least one episode of unemployment during the year or involuntary part-time work for the entire year. Using logistic regression, results show that Mexican-origin women with low levels of schooling, immigrants, those who were young, and those employed in the periphery services sector were highly vulnerable to employment instability. Although a high school diploma substantially reduced the risk of employment instability among Mexican-origin women, their employment instability was still greater than that of their White male and female counterparts. In terms of reducing employment instability, having some college education was more beneficial to Mexican-origin women than to Whites. Earnings determination models revealed that employment instability exerted a heavier penalty on the earnings of Mexican-origin women, compared to their White counterparts, net of human capital endowments and economic sector location. (Contains 28 references.) (SV)

## SE

**ED 455 088** SE 063 679

**Marek, Edmund A. Gerber, Brian L. Cavallo, Ann M. Literacy through the Learning Cycle.**

Pub Date—1999-00-00

Note—16p.

Pub Type—Reports - Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Constructivism (Learning), Elementary Secondary Education, \*Learning Processes, Learning Theories, Science Education, \*Scientific Literacy, \*Scientific Principles, Teacher Education, \*Teaching Methods  
Identifiers—\*Learning Cycle Teaching Method

The "learning cycle" is not a teaching method but rather a teaching procedure that allows for many methods of teaching. If teacher preparation courses are organized and delivered as learning cycles, then preservice teachers will discover that the learning cycle is an instructional model that: (1) allows science to be taught as it is structured; (2) implements the recommendations of the National Science Education Standards; and (3) reflects current constructivist learning theories. This paper describes four science education courses for preservice teachers, two for elementary education majors and two for secondary education majors. (Contains 13 references.) (WRM)

**ED 455 089** SE 064 177  
Troncoso, Carlos Lavallo, Andrea Curia, Leopoldo

Daniele, Elaine Chrobak, Ricardo

**An Alternative Method To Assess Student's Knowledge about the Concept of Limit in Engineering Teaching.**

Pub Date—1998-00-00

Note—7p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Concept Formation, Concept Mapping, Constructivism (Learning), \*Engineering Education, Higher Education, Interdisciplinary Approach, \*Mathematical Concepts, \*Metacognition, Teacher Student Relationship

The present work has the purpose of showing the evolution of topics or mathematical concepts that are both relevant and with marked grades of abstraction. In this report is specifically described the utilization of metacognitive tools. These include concept maps, the Gowin heuristic vee, and the clinical interview. They are efficient in showing which concepts students of engineering at Comahue University have mastered. The students had approved the corresponding course. The clinical interview, the conceptual maps, and the application of the UVE permit students to make an autoanalysis of their knowledge about the topic. Also, it permits the professors a critical reflection of how students are achieving their objectives, the causes of that, and the change that they should carry out in order to achieve meaningful learning of such a substantial topic. (Contains 32 references.) (Author/YDS)

**ED 455 090** SE 064 199

Butler, Malcolm B.

**Children's Literature with a Science Emphasis: Twenty Teacher-Developed K-8 Activity Packets.**

Pub Date—2000-00-00

Note—143p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—Aquariums, \*Childrens Literature, Conservation (Environment), \*Earth Science, Elementary Education, Environmental Education, Humidity, Hurricanes, \*Lesson Plans, Petrology, Physical Sciences, \*Science Activities, Scientific Literacy, Wind (Meteorology)

Identifiers—Earth, Moon, Seasons, Simple Machines

This document features 10 science activity packets developed for elementary students by science teachers in a graduate seminar. The activity packets were designed to cover existing commercial children's books on specific content areas. The 10 activity packets are: (1) "Bringing the Rain to Kapiti Plain," which explains the water cycle; (2) "Hurricane City," which explains the different levels of hurricanes; (3) "Papa, Please Get the Moon for Me," which includes activities on the moon; (4) "The Seabreeze Hotel," which features activities about the wind; (5) "The Sleeping Porch," which includes activities on environmental changes; (6) "Welcome to the Sea of Sand," which features lesson plans on deserts and their habitats; (7) "Tops and Bottoms," which concerns plant growth, problem solving, and decision making; (8) "Verdi," which includes activities on animal life cycles and the ecosystem; (9) "Spring Snowman," which features activities on the states of matter and seasons; and (10) "Water Dance," which includes activities describing the forms of water. (YDS)

**ED 455 091** SE 064 563

Preston, Ron Rachlin, Sid DeBellis, Valerie Robinson, Zachary Sinicrope, Rose

**Improving the Preparation of Middle Grades Mathematics Teachers: The Case of East Carolina University.**

Pub Date—2000-02-00

Note—12p.; Paper presented at the Annual Meeting of the Association for Mathematics Teacher Education (4th, Charlotte, NC, February 10-12, 2000).

Available from—For full text: <http://www.cce-mast.csupomona.edu/amte/conference/2000/>

proceedings/index.html.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Course Descriptions, Higher Education, \*Mathematics Education, Middle Schools, \*Preservice Teacher Education  
Identifiers—East Carolina University NC

This paper describes the mathematics concentration program at East Carolina University (ECU) that is taken by preservice middle grades teachers intending to teach mathematics. Following a brief examination of the forces that impacted the formation of this mathematics concentration, this paper describes the program and highlights five courses from a development perspective. The five courses are: Algebraic Concepts and Relationships, Data Analysis and Probability, Pre-Calculus Concepts and Relationships, Discrete Mathematics, and Applied Mathematics via Modeling. (Author)

**ED 455 092** SE 064 686

Corcoran, Peter Blaze Tchen, Richard

**Assessment of Professional Needs of Faculty in American College and University Environmental Programs.**

Pub Date—1999-12-00

Note—13p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Educational Development, Empowerment, \*Environmental Education, \*Faculty Development, Higher Education, Interdisciplinary Approach, \*Program Evaluation

This paper reports on an ongoing process of identifying and meeting the professional needs of faculty in higher education environmental programs in the United States. It includes the self-reported strengths and weaknesses of environmental studies programs and the analysis of them by Kormondy, Corcoran, and Tchen (1997). It contains a descriptive analysis of the Symposium: Academic Planning in College and University Environmental Programs, held on Sanibel Island (1998), incorporating the substance of the three keynote papers and six responding papers. The results of a research survey of the participants at Sanibel are included (1999). An update on recent developments in the "Sanibel planning" process, and prospects for a newly-organized network and coming summit meeting on higher education programs for sustainability and the environment (2000), conclude the paper. (Contains 32 references.) (Author/ASK)

**ED 455 093** SE 064 739

Le Grice, Bonny Mabin, Tony Graham, Sue

**I Can Do Maths: Changing Children's Mathematics Percentile Ranking.**

Pub Date—1999-00-00

Note—21p.; Paper presented at the Combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).

Available from—For full text: <http://www.aare.edu.au/99pap/leg99581.htm>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Basic Skills, \*Constructivism (Learning), Elementary Education, Foreign Countries, \*Instructional Effectiveness, Mathematics Instruction, \*Teaching Methods

Three groups of children aged 8-10 who scored below the 22nd percentile on the PATests were taught basic math skills for 16 hours. One group received individual instruction using Precision Teaching and Direct Instruction, the second group received group instruction using Precision Teaching and Direct Instruction, and the third group received group instruction using a constructivist Recommended Practice approach. All children



changed their percentile ranking significantly the following year by up to 60 percentile ranks, with some clear differences according to the method by which they were taught. (Contains 14 references.) (Author/ASK)

**ED 455 094** SE 064 752

Brew, Christine R.

**Women Returning To Study Mathematics: An Epistemological Journey?**

Pub Date—1999-00-00

Note—21p.; Paper presented at the Combined Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999). Contains small print. "This research is supported by a La Trobe University postdoctoral fellowship research grant."

Available from—For full text: <http://www.aare.edu.au/99pap/bre99404.htm>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Adult Education, \*Epistemology, \*Females, Feminism, Foreign Countries, Mathematicians, \*Mathematics Education, Postsecondary Education

The societal perception that mathematics is absolute and infallible reinforces a transmission pedagogy and is considered to be a major stumbling block for women returning to study mathematics. Children at risk in mathematics are found to rely on rules and procedures and similar findings are evident with adults. A reliance on rules is consistent with an epistemological perspective that knowledge is absolute and external to the self. This paper is work in progress on the usefulness of two feminist epistemological frameworks to understand the experiences of women returning to study mathematics. Two contexts in the further education sector are included in the study, a Community House and a TAFE college. (Contains 47 references and 8 tables.) (Author)

**ED 455 095** SE 064 758

Tanner, Howard Jones, Sonia

**Using ICT To Support Interactive Teaching and Learning on a Secondary Mathematics PGCE Course.**

Pub Date—2000-12-00

Note—12p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Distance Education, Educational Technology, Foreign Countries, Mathematics Instruction, \*Mathematics Teachers, Secondary Education, \*Teacher Education

Identifiers—Wales

During the academic years 1998-1999 and 1999-2000, an Open and Distance Learning version of the full time Mathematics PGCE course was developed and trialled at the University of Wales Swansea. This was a part of a larger collaborative project (Hyfforddi Athrawaon Teacher Training—HATT 2000) between the constituent colleges of the University of Wales which aimed to use the affordances of ICT to improve the teaching of Mathematics, Modern Foreign Languages, and Educational and Professional Studies within the PGCE program and to widen access to teacher training in Wales. The project made use of First Class conferencing e-mail, Web based bulletin boards and streaming video to provide an alternative to some elements of the usual college-based elements of the course. This paper focuses on the changes in the learning discourse within PGCE mathematics arising from the affordances of the technology. (Contains 33 references.) (Author/ASK)

**ED 455 096** SE 064 762

Jones, Sonia Tanner, Howard Treadaway, Mike

**Raising Standards in Mathematics through Effective Classroom Practice.**

Pub Date—2000-00-00

Note—12p.; Cover page varies. Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, Classroom Techniques, Elementary Secondary Education, Foreign Countries, \*Mathematics Education, \*Numeracy, Teaching Methods

Identifiers—\*Wales

This paper reports some of the results of the "Raising Standards in Numeracy" project which was funded by the Welsh Assembly during 1999-2000. Schools in which pupils achieved standards significantly higher than would have been expected from their prior attainment were identified as using value-added analyses in order to explore factors and strategies that might contribute positively towards standards in mathematics. Two primary and two secondary schools were identified in each of five Welsh local education authorities (LEAs). Pedagogical factors contributing to high attainment were then explored through extended interviews with LEA advisors, head teachers, mathematics subject leaders, and classroom teachers. These factors were triangulated at classroom level through participant observation. This paper focuses on features of classroom practice, making only brief mention of factors at the level of whole school and subject leader. These features are contrasted with findings from other projects and analyzed to provide a rationale for good practice. (Contains 42 references.) (Author/ASK)

**ED 455 097** SE 064 764

Clarkson, Philip C. Bishop, Alan Seah, Wee Tiong FitzSimons, Gail

**Methodology Challenges and Constraints in the Values and Mathematics Project.**

Pub Date—2000-12-00

Note—10p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).

Available from—For full text: <http://www.aare.edu.au/00pap/cia00116.htm>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Discourse Modes, Elementary Secondary Education, \*Language, Mathematics Instruction, \*Mathematics Teachers, Research Methodology, \*Values

Values are taught in every lesson; however, in mathematics classes this seems to be implicit rather than explicit. This paper discusses an approach to explore the values that teachers teach in mathematics sessions and outlines methodological issues encountered in researching these values. First, ways of researching values is discussed and worked with individual teachers using a cycle of a preliminary interview, a classroom observation, and a post-observation debriefing interview on the same day. Overall the methods chosen for the exploration seem to be useful in collecting what appears to be rich data for insights to be gained as to what values teachers can plan to teach and what values remain implicit in their teaching. One crucial area that has emerged is finding a common language with which meaningful dialogue can occur. One of the issues that remains is to understand more fully the language that teachers use as they try to share with researchers and each other what values they wish to teach. (Contains 14 references.) (ASK)

**ED 455 098** SE 064 765

Brew, Christine

**The Role of Children When Mothers Return To Study Mathematics in the Further Education Sector: Benefits for Both.**

Pub Date—2000-12-00

Note—14p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Sydney, Australia, December 4-7, 2000).

Available from—For full text: <http://www.aare.edu.au/00pap/bre00239.htm>.

[www.aare.edu.au/00pap/bre00239.htm](http://www.aare.edu.au/00pap/bre00239.htm).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Family Environment, Foreign Countries, \*Mathematics Achievement, Mathematics Instruction, \*Parent Background, \*Parent Influence, Socioeconomic Influences

Identifiers—Australia

It is well documented that children of middle-class parents generally do better at school than their working-class peers and despite increases in school retention rates in Australia, this remains the case. Social reproduction theories are often used to describe this phenomenon. Social reproduction theory assumes that a family's class position is generally fixed by early adulthood, based on the occupation and education and associated values and attitudes acquired by the parents-to-be. But what happens when social class becomes more fluid, and parents markedly raise their educational status after their children are born? Do the children inherit their old level of cultural capital or the new? Empirical studies in mathematics education demonstrate a large indirect relationship between home environment and mathematical achievement. These studies conclude that ways are needed to improve the home environment in such a way as to enhance the learning of mathematics because the benefits for children's mathematical achievements are potentially quite large. In this paper case studies of women with children who have returned to study mathematics in the further education sector are presented. Interview data from both the adult students and their children provide evidence of a synergistic relationship in the intellectual and personal development of women and their children. (Contains 21 references.) (Author)

**ED 455 099** SE 064 900

Nelson, Tamara Holmlund

**A Science Teacher's Wisdom of Practice in Teaching Inquiry-Based Oceanography.**

Pub Date—2001-04-14

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—High Schools, \*Inquiry, \*Oceanography, \*Pedagogical Content Knowledge, Professional Development, Science Education, \*Science Instruction, Scientific Principles

Inquiry-based research is recommended as a method for helping more students understand the nature of science as well as learn the substance of scientific knowledge, yet there is much to learn about how teachers might adapt inquiry for science teaching and what teachers need to know in order to do this. This case study of an exemplary teacher's wisdom of practice presents a portrait of possibility for the effective implementation of inquiry-based teaching in a high school science class. The teacher had an extensive understanding of the discipline of oceanography, including substantive content, how oceanographers carry out research, and how they establish new knowledge claims in the discipline. She used this understanding in conjunction with reflection on her students' learning to transform her traditional teaching into inquiry. This research has implications for preservice science teacher education and professional development for inservice teachers. (Contains 34 references.) (Author/YDS)

**ED 455 100** SE 064 911

Livingstone, Phaedra Pedretti, Erminia Soren, Barbara J.

**Comment Cards and Visitors' Understanding of the Cultural Context of Science.**

Pub Date—2001-05-00

Note—26p.; Paper presented at the Annual Meeting of the American Association of Museums

(St. Louis, MO, May 6-10, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Constructivism (Learning), Cultural Pluralism, Evaluation, \*Informal Education, \*Museums, Racial Bias, \*Science and Society, Scientific Principles, Social Change, Social Discrimination

Identifiers—Learning Environment, \*Science Museums

This exhibit was developed through an interactive display against a traditional phenomenological approach. The research report addressed in this paper focuses on informal science learning and points out the need for analyzing the large-scale data gatherings of museums and their visitors. The paper addresses the methodology involved in systematically finding meaning in the over 3,000 visitor responses to a controversial science exhibit called "A Question of Truth." The exhibit was designed by the Ontario Science Center (OSC) and attempts to demonstrate the cultural, personal, and political influences on science by the backgrounds of its practitioners. This paper mainly focuses on one study of four which involved a text analysis technique. These analyses help to understand visitors' responses and attitudes toward the presentation of an exhibit on subject matters such as truth, prejudice, race, bias, and social change in an informal setting. (Contains 35 references.) (YDS)

**ED 455 101** SE 064 914Lawrenz, Frances Huffman, Douglas Lavoie, Beth  
**Evaluating the Long Term Effects of Teacher Enhancement.**

Minnesota Univ., Minneapolis. Center for Applied Research and Educational Improvement.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—2001-02-00

Contract—9714189

Note—436p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price - MF01/PC18 Plus Postage.**

Descriptors—Academic Achievement, \*Educational Change, Hands on Science, Inquiry, \*Science Curriculum, \*Science Instruction, \*Scientific Literacy, Secondary Education, Student Attitudes

This document reports on a 6-year study of science education reform, the Scope, Sequence, and Coordination (SS&C) Project. The reform included teacher enhancement activities as well as curricular materials and was designed to help science students achieve the National Research Council's Science Standards (1995). The two components of the study were comparing students who had participated in the reform movement with those who had not, and investigating the long-term effects of the reform movement. Results indicate that overall, the reform effort was successful in making changes in science instruction. Recommendations for effective implementation through teacher enhancement efforts and for longitudinal evaluations of teacher enhancement projects are also included. (Contains 24 references and appendices with data tables.) (YDS)

**ED 455 102** SE 064 927

Cohen, Michael R. Lucas, Keith B.

**Lunar Shapes and Shadows: What Are the Sources of Our Instructional Ideas?**

Pub Date—1999-07-05

Note—23p. Paper presented at the Annual Meeting of the Australian Science Teachers Association (48th, Adelaide, South Australia, July 1999).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Astronomy, Epistemology, Foreign Countries, \*Misconceptions, Science Activities, Science Curriculum, Science

Education, \*Science Instruction, Space Sciences

Identifiers—Australia, Earth, \*Moon, Piaget (Jean)

The paper identifies possible factors associated with changes in style and presentation of diagrams of lunar phases and eclipses in school textbooks and other resources. Science curriculum resource materials used extensively during the past two hundred and fifty years in North America and Australia provide insights into teaching and learning of science, with particular emphasis on primary and lower secondary grades. Several different "lenses" are employed to provide a range of complementary perspectives (historical, geographical, cultural, epistemological, and pedagogical) and to discuss implications for teaching and these topics. (Contains 55 references.) (Author/ASK)

**ED 455 103** SE 064 953**Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators.**

Manitoba Dept. of Education and Training, Winnipeg. School Programs Div.

Report No.—ISBN-0-7711-2747-2

Pub Date—2000-00-00

Note—81p.

Available from—Manitoba Education and Training, School Programs Division, 1970 Ness Avenue, Winnipeg, Manitoba R3J 0Y9, Canada.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Biodiversity, \*Conservation (Environment), \*Decision Making, Elementary Secondary Education, Environmental Education, Foreign Countries, Interdisciplinary Approach, Land Use, Problem Solving, Recycling, \*Sustainable Development, Technology

Identifiers—Canada

This document, on social, environmental, and economic sustainability, is a resource for teachers, administrators, and curriculum developers. The increasing human population on the earth directs attention to sustainability, which was not a problem until the industrial revolution. This book uses an interdisciplinary approach and provides assistance in integrating sustainability concepts into an existing curriculum. Sections include: (1) "Introduction"; (2) "Purpose of the Document"; (3) "Vision"; (4) "Sustainability and Sustainable Development"; (5) "Education for a Sustainable Future—An Interdisciplinary Framework"; and (6) "Bibliography." (Contains 53 references.) (YDS)

**ED 455 104** SE 064 954

Lewin, Keith M.

**Mapping Science Education Policy in Developing Countries. Secondary Education Series.**

World Bank, Washington, DC. Human Development Network.

Pub Date—2000-00-00

Note—48p.

Available from—World Bank, Education Advisory Service, 1818 H Street NW, Washington, DC 20433; e-mail: eservice@worldbank.org; Web site: <http://www.worldbank.org>.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Costs, \*Developing Nations, \*Educational Policy, Elementary Secondary Education, Foreign Countries, \*Policy Formation, Science Curriculum, \*Science Education, Secondary Education, Technology

This paper was originally developed for the workshop, the Secondary Science Education for Development, and examines the factors shaping educational policy in developing nations. Four sections include: (1) a discussion of two different approaches to the formation of science education policy; (2) an elaboration of the dimensions of the policy context for science education in developing countries; (3) the examination of specific issues in depth; and (4) concluding remarks. (Contains 18 references.) (YDS)

**ED 455 105** SE 064 957

Rickinson, Mark

**Making Sense of Environmental Education Research as an Evidence Base.**

Pub Date—2001-04-00

Note—25p. Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Research, Elementary Secondary Education, \*Environmental Education, Foreign Countries, \*Learning

Identifiers—United Kingdom

Enhancing the educational research communication between educational researchers and educational practitioners has seen a great increase of interest in recent years. This paper reviews environmental education research evidence and examines the nature and quality of current educational research on students and student learning. There are three focal points in this review: (1) the increasingly diverse nature of the research field in environmental education; (2) the need for reviews focused on the nature of the research; and (3) recognition of the importance of research on students and learning. The methodologies used in this review are systematic, comprehensive, and analytical. The materials included in the review involve any environmental education activity undertaken in school or under the auspices of the school. The Review Framework is appended. (Contains 48 references.) (YDS)

**ED 455 106** SE 065 045

Katz, Phyllis, Ed.

**Community Connections for Science Education, Volume II: History and Theory You Can Use.**

National Science Teachers Association, Arlington, VA.

Spons Agency—National Park Foundation, Washington, DC.

Report No.—ISBN-0-87355-192-3

Pub Date—2001-00-00

Note—124p. Part of the Parks As Resources for Knowledge in Science (PARKS) project, a partnership of the National Park Service, the National Park Foundation, the National Science Teachers Association, and Ohio State University. Funded with support from Exxon/Mobil.

Available from—NSTA Press, 1840 Wilson Blvd., Arlington, VA 22201-3000. Web site: <http://www.nsta.org>.

Pub Type—Books (010) — Collected Works - General (020)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Community Cooperation, \*Educational Resources, Elementary Secondary Education, \*Informal Education, Partnerships in Education, \*Science Education

Science beyond the schoolhouse is the subject of this close-up look at informal science—education in non-traditional settings, including Boys and Girls Clubs, 4-H, zoos, aquariums, and public television. More than a dozen writers draw on personal experiences to tell why they became informal science educators and how they use the history and theory of traditional science education in their work. Among the features of this book for informal science educators are a resource directory and a special section on program evaluation. Articles include: (1) "The Symbiosis of Formal and Informal Education" (George Tresselt); (2) "The Role of Informal Science Education and Learning (with Museums as a Model)" (Lynn B. Dierking and John H. Falk); (3) "National Parks—Exciting Venues for Teaching and Learning Science" (Julia Washburn); (4) "Informal Science Education: A Continuous Part of the Girl Scout Program" (Harriet S. Mosatche); (5) "The Power of Television in Informal Education" (Joel Schneider and Shalom M. Fisch); (6) "The Science Connections in African-American Churches" (Yolanda S. George); (7) "My Changing View of Field Trips" (Vanessa D. Westbrook); (8) "Science Education in Boys and Girls

Clubs" (Tom Smart); (9) "4-H-Science from Practical Education" (Elaine Andrews); (10) "Hands On Science Outreach (HOSO): Time for Science Play" (Phyllis Katz); (11) "The Educator's Species: Connecting Conservation and Science Education at Accredited Aquariums and Zoos" (Bruce L. Carr); (12) "The Use of Research and Evaluation in Science Museums and Science Centers" (Peggy Ruth Cole); (13) "Ecology Foundations: Environmental Education in the Field" (Celeste Prussia); (14) "Evaluation: Parks Project Sample—How Do We Assess the Informal Educational Component?" (Emmalou Norland); and (15) "At the Table—A Classroom Teacher and Informal Educator" (Joe Heimlich and Anita O'Neill). (Contains 20 Web site resources.) (ASK)

**ED 455 107** SE 065 046

Robertson, William C.

**Community Connections for Science Education, Volume I: Building Successful Partnerships.**

National Science Teachers Association, Arlington, VA.

Spons Agency—National Park Foundation, Washington, DC.

Report No.—ISBN-0-87355-191-5

Pub Date—2001-00-00

Note—94p.; Part of the Parks As Resources for Knowledge in Science (PARKS) project, a partnership of the National Park Service, the National Park Foundation, the National Science Teachers Association, and Ohio State University. Funded with support from Exxon/Mobil.

Available from—NSTA Press, 1840 Wilson Blvd., Arlington, VA 22201-3000. Web site: <http://www.nsta.org>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Community Cooperation, Elementary Secondary Education, Experiential Learning, \*Field Trips, \*Informal Education, \*Partnerships in Education, \*Science Education  
Field trips don't have to be grueling. This practical guide helps teachers work together with science educators in the community to avoid common pitfalls that interfere with the many science-learning opportunities that exist in museums, parks, and science centers. The book offers tips and strategies on selecting community resources for field trips, developing and evaluating educational materials, and even arranging transportation. Its message for teachers, parents, and school board members: don't overlook the many enriching activities available outside the classroom. The first chapter provides an introduction. The second chapter provides informal and formal science education opportunities. Chapter 3 discusses how to make initial contact, how to obtain educational materials, teacher and staff training, and administrative concerns. Chapter 4 lists recommendations for formal educators and informal sites, while Chapter 5 discusses ways of maintaining the relationships. (Contains 18 Web site sources.) (ASK)

**ED 455 108** SE 065 054

Hill, W. David Bond, Sally L. Wurtzel, Judy

**High Standards in Mathematics for Every Student: A Guide to the Effective Use of Resources.**

National Council of Teachers of Mathematics, Inc., Reston, VA.

Spons Agency—Department of Education, Washington, DC.; NSF-00-83

Report No.—NSF-00-83  
Pub Date—2000-04-00

Note—48p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Standards, Elementary Secondary Education, Mathematics Achievement, \*Mathematics Instruction, Program Ef-

fectiveness, \*Program Improvement, Resource Materials, Teaching Methods

In February 1998, the U.S. Department of Education (ED) and the National Science Foundation (NSF) developed and published a report called "An Action Strategy for Improving Achievement in Mathematics and Science" which laid out a series of strategies for improving achievement in mathematics and science. To facilitate the implementation of some of these strategies, the two agencies jointly funded a series of conferences focused on mathematics and invited each state to send a team. The purpose of these NSF/ED conferences was to rethink the use of federal formula funds (particularly Title I of the Elementary and Secondary Education Act) to support the implementation of high-quality, standards-based mathematics programs. These meetings brought together state and district administrators, including mathematics, Title I, and other federal program directors, to build mutual understanding of how to effectively use federal funds in support of a comprehensive mathematics improvement strategy. The guide is intended as a tool to help other state and district teams continue these conversations, and move conversation into action. This guide draws from and is designed to be read in conjunction with "Coordinating Resources To Support Standards-Based Mathematics Education Programs," a collection of district profiles from Horizon Research, Inc. These profiles describe how selected districts and schools are integrating federal, state, and local resources for a more coherent approach to mathematics education. As an adjunct to these district profiles, this guide contains sections addressing support for mathematics teaching and learning, the federal context for improving mathematics teaching and learning, a summary of what seems to matter in mathematics program improvement, and a self-assessment guide for analyzing a district's mathematics improvement efforts. Additional resources are identified in the appendix. (ASK)

**ED 455 109** SE 065 061

Everson, Howard T. Dunham, Marlene D.

**Signs of Success—Equity 2000(R). Preliminary Evidence of Effectiveness.**

College Board, New York, NY.

Pub Date—1996-00-00

Note—46p.; Colored graphs may not reproduce adequately.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Bound Students, \*Educational Change, Higher Education, \*Mathematics Achievement, \*Mathematics Instruction, Program Effectiveness, Secondary Education

With the goal of academic excellence for all students in mind, The College Board's EQUITY 2000 educational reform program was designed to test the hypothesis that enrollment and success in the gatekeeper courses of algebra and geometry will bridge the gap of achievement and college-going rates between minority/nonminority students and economically advantaged/disadvantaged students. As such, the project's goal is not only to bring about change in student achievement levels but also to influence educational policies and practices with regard to tracking, professional development, guidance and counseling, and educational leadership within and across the school districts that participated in the pilot phase of the effort. This report provides a summary of what the evaluation efforts suggest thus far about the project's overall effectiveness at the six pilot sites. Given the length of the program's pilot phase and the long-term outcomes it seeks (i.e., closing the gap in college-going rates), it is not yet possible to document the full effects of EQUITY 2000. Thus, the conclusions reached in this report are based on the reviews of the project's initial set of indicators such as growth in enrollment and achievement in algebra and geometry; changes in teaching practices in mathematics classrooms; as well as shifts in attitudes and perceptions of faculty, staff, and students about learning at higher levels and subsequent success in college. This report aims to inform and assist a variety of stakeholders including the College Board's leadership, the program's executive director, and others as they plan

and coordinate efforts for the dissemination of EQUITY 2000. Appended to the document are enrollment comparisons for algebra and geometry, 1991-1997. (ASK)

**ED 455 110** SE 065 062

Masini, Blase Taylor, Judy

**New Evidence Links Curricula and Instruction to Mathematics Achievement. Policy Issues, Issue 7.**

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-12-00

Note—10p.

Available from—North Central Regional Educational Laboratory, 1900 Spring Road, Suite 300, Oak Brook, IL 60523-1480. Web site: <http://www.ncrel.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Economic Factors, Grade 8, Junior High Schools, \*Mathematics Achievement, \*Mathematics Curriculum, \*Mathematics Education, \*Program Effectiveness, Teaching Methods

Identifiers—Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) provides extensive comparisons of cross-national rankings in achievement as well as rich, descriptive analyses of the students, teachers, and schools participating in the study. In spite of the wealth of achievement and descriptive data available, the two are rarely linked in research. In this seventh issue of "Policy Issues," an empirical link is provided between the performance of eighth-grade mathematics students and the educational practices of more rigorous curricula and conceptual approaches to instruction. Relationships between achievement and educational practices, previously based on theories of best practices, are now substantiated with data. In this regard, the North Central Regional Educational Laboratory (NCREL) takes a significant step forward in using large-scale assessment data like TIMSS to help state and local policymakers make good decisions to support exemplary math performance. After providing some background, this article discusses how economic status affects achievement and how schools contribute to achievement. (Contains 11 references.) (ASK)

**ED 455 111** SE 065 063

Weeks, Denise Jarrett, Ed. Stepanek, Jennifer, Ed.

**In an Era of Reform: Standards and the Classroom.**

Northwest Eisenhower Regional Consortium for Mathematics and Science, Portland, OR.

Pub Date—2001-04-00

Contract—R319A000007

Note—21p.; Published three times per year.

Available from—Northwest Eisenhower Regional Consortium at the Northwest Regional Educational Laboratory's Mathematics and Science Center, 101 SW Main Street, Suite 500, Portland, OR 97204. Tel: 503-275-9500; Web site: <http://www.nwrel.org/msec/>.

Journal Cit—Northwest Teacher; v2 n1 Win 2001

Pub Type—Collected Works - General (020) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, Elementary Secondary Education, \*Mathematics Education, Professional Development, \*Science Education

This Northwest Teacher is a journal that is devoted to rigorous and imaginative learning. In the Winter 2001 issue, articles include: (1) "Standards and the Impulse for Human Betterment" (Denise Jarrett Weeks); (2) "Teachers Taking Charge of Change" (Suzie Boss); (3) "Using the Standards To Illuminate Big Ideas in Science" (Jennifer Stepanek); (4) "Connected Corner: Technology Tips" (Amy Pearl); (5) "Classroom Resources: Books and Materials Available from the Lending Resource Collection" (Amy Sutton); and (6) "Dis-



course: Listening to One's 'Inner Voice of Authority' (Sheila Koyama). (ASK)

**ED 455 112** SE 065 065

**Blessman, Jennifer Mysczak, Beverly**  
**Mathematics Vocabulary and Its Effect on Student Comprehension.**

Pub Date—2001-05-00

Note—97p.; Master of Arts Action Research Project, St. Xavier University and Skylight Professional Development Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—Action Research, \*Cognitive Processes, Elementary Education, Instructional Materials, \*Mathematical Vocabulary, Mathematics Anxiety, \*Mathematics Instruction, Teaching Methods

This action research project describes a program for improving student comprehension of mathematical vocabulary. The targeted population consisted of two classes of fifth grade students from two elementary schools located in the suburbs of a large metropolitan area in Illinois. The problem of poor mathematical vocabulary was documented through teacher and student surveys and questionnaires, student vocabulary checklists, and teacher observation of students' daily work. Upon analysis of the data with respect to probable causes, it was discovered that students have varied mathematical backgrounds, suffer from math anxiety, and have poor reading comprehension. In addition, expectations of students have shifted due to a change in standards by the National Council of Teachers of Mathematics (NCTM) and on the Illinois Standards Achievement Test (ISAT). Furthermore, it was revealed that the vast majority of math series focus on computational facts rather than mathematical vocabulary. A review of solution strategies proposed by experts in the field, combined with an analysis of the problem setting, led to the following interventions: student math journals, student-created math dictionaries, children's literature to introduce and reinforce mathematical concepts, graphic organizers, visual aids, and written explanations of open-ended word problems. As a result of the aforementioned interventions, the students exhibited an increase in comprehension and use of mathematical vocabulary in math performance and in communication of mathematical ideas. (Contains 45 references.) (Author/ASK)

**ED 455 113** SE 065 076

**Minnesota & TIMSS: Exploring High Achievement in Eighth Grade Science.**

National Education Goals Panel (ED), Washington, DC.

Pub Date—2000-00-00

Note—130p.; Contains small print. Burt Glassman and Emily Wurtz contributed to the development of this document.

Available from—National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, DC 20037. Tel: 202-724-0015; Fax: 202-632-0957; Web site: <http://www.negp.gov>; e-mail: [negp@ed.gov](mailto:negp@ed.gov).

Pub Type—Reports - Evaluative (142)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—\*Academic Achievement, \*Case Studies, \*Comparative Education, Cross Cultural Studies, Grade 8, Junior High Schools, Mathematics Education, \*Science Education

Identifiers—\*Minnesota, Third International Mathematics and Science Study

In 1995, the state of Minnesota participated in the Third International Mathematics and Science Study (TIMSS), oversampling students to permit comparison with the United States as a whole and with other participating nations. The data generated by the assessment and its subsequent analyses provide informative insights as well as suggest questions for further exploration. In general, the results for Minnesota students were similar to those for the U.S. as a whole. Both Minnesota and the U.S. showed higher scores relative to other participating nations at the fourth grade, and declining relative scores at grades eight and twelve. Minnesota scores tended to be slightly higher than those for the U.S., and the

decline in scores at grades eight and twelve was not as sharp in Minnesota as for the U.S. as a whole. There was, however, an exception in Minnesota science scores at the eighth grade level that led the Goals Panel to commission this study. This case study is an in-depth examination of why eighth grade science students in Minnesota were second only to Singapore in TIMSS. This study identifies several characteristics of science education that are unique to Minnesota that explain the state's world-class performance in eighth grade science. These characteristics include high expectations for all students, focus and coherence of curriculum, alignment fostered by the existence of "de facto" science standards, continuity, and capacity within the teaching profession. (ASK)

**ED 455 114** SE 065 078

**Quellmalz, Edys**

**The Role of Technology in Advancing Performance Standards in Science and Mathematics Learning.**

Pub Date—1999-00-00

Note—10p.

Pub Type—Reports - Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, \*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Mathematics Achievement, Mathematics Education, Science Achievement, Science Education

Technology permeates the lives of most Americans: voice mail, personal computers, and the ever-blinking VCR clock have become commonplace. In schools, it is creating educational opportunities at a dizzying pace and, within and beyond the classroom, it is providing unprecedented access to a universe of ideas and resources. As a next step, the education community can harness the same power technology has to enrich what and how people learn to support the development and dissemination of expectations for students' learning in science and mathematics. By capitalizing on the burgeoning opportunities for students to explore the stimulating environments afforded by innovative technologies, the processes by which students acquire, apply, and extend their scientific and mathematical powers can be more fully examined. This paper describes some of the ways in which technology can: (1) support the ongoing dialogue to decide what performance standards should and can be established; (2) support understanding of established standards; (3) provide models and guidelines for developing and using standards; and (4) offer an ever-expanding repertoire of capabilities that will enlarge the conception of challenging performance standards for science and mathematics. Supporting dialogue about performance standards is discussed by focusing on computer networks and virtual environments. Supporting an understanding of performance standards, providing models and guidelines for developing and using performance standards, and enlarging the conception of challenging performance standards are also discussed. (Contains 19 references.) (ASK)

**ED 455 115** SE 065 079

**Thorson, Annette, Ed.**

**Becoming Literate in Mathematics and Science: The Knowledge and Skills To Handle the Ever-Changing World with Confidence.**

Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ENC-01-003

Pub Date—2001-00-00

Contract—RJ97071001

Note—105p.; Theme issue. Published quarterly.

Available from—Eisenhower National Clearinghouse, 1929 Kenny Road, Columbus, OH 43210-1079. Tel: 800-621-5785 (Toll Free); Fax: 614-292-2066; e-mail: [info@enc.org](mailto:info@enc.org); web site: <http://www.enc.org>.

Journal Cit.—ENC Focus; v8 n3 2001

Pub Type—Collected Works - Serials (022)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—Educational Resources, Elementary Secondary Education, \*Mathematics Educa-

tion, \*Numeracy, \*Science Education, \*Scientific Literacy

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services to enable them to quickly locate educational resources. This theme issue of the serial "ENC Focus" is designed to give educators information on curriculum resources available for teaching math and science in K-12 classrooms. This issue is organized around the theme of mathematics and science literacy. Articles include: (1) "Literate—and Safe—on the World Wide Web" (Kimberly S. Roempler); (2) "Gender Equitable Schools: They Benefit Everyone" (Sundra Flansburg); (3) "Ohio Resource Center for Mathematics, Science, and Reading" (Peggy Kasten); (4) "Dear Mrs. B., Please Reconsider..." (Lynn Bradley and Joanne Caniglia); (5) "Mathematics and Science Literacy for All Americans" (Frank X. Suttman); (6) "Innumerate and Proud of It" (Mark Holtman); (7) "It's about Relevancy" (Carol Damian); (8) "The Proving Ground for History" (David O'Connell); (9) "Talking Their Way to the Middle of All Numbers" (Kirstine Reed Woleck); (10) "Graphing Savvy: Giving Students a Sense of Mathematical Power" (Sue McMillen); (11) "Improving Literacy through Innovative Professional Development for Teachers" (Mary Hindelang); (12) "Ecosystem Succession" (John Rosemurgy); (13) "The Life and Times of a Bean Plant" (Tom Sprague); (14) "A Vote for Fidel Castro Is Not Truly a Vote against Alison Peebles" (Alison Peebles); (15) "Media Literacy: Yes, It Fits in Math and Science Classrooms" (Frank Baker); (16) "Math and Science Illiteracy in the News" (Carolyn Hamilton); (17) "Cloning and the Media: A Snapshot of Scientific Literacy" (Lynda Titterton and Suzanne Drummer); (18) "Math on the Map" (Wendy Cheely); and (19) "Putting Textbooks to the Test" (Jo Ellen Roseman, Gerald Kulm, and Susan Shuttleworth). (ASK)

**ED 455 116** SE 065 080

**Barry, Dana M.**

**The Environmental Risks of Using Combustion as a Source of Energy.**

Pub Date—2001-07-11

Note—12p.; Paper presented at the CONFHEM Online Conference, "Environmental and Risk/Benefit Issues in the K-12 Science Classroom" (July 6-31, 2001).

Available from—For full text: <http://www.ched-ccc.org/confchem/2001/b/dmbarry.html>.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Acid Rain, Air Pollution, Conservation (Environment), \*Energy, \*Environmental Influences, Fossil Fuels, Public Education, \*Science Activities, Secondary Education

Burning things like wood, fossil fuels, and gasoline are the easy way of capturing energy in today's society. In this paper, the risks of using combustion as an energy source are discussed and acid rain, air pollution, and greenhouse effects are described. Additional student activities and resources are included. In addition to being informative, it encourages students in grades 7-12 to analyze these risks and to brainstorm for solutions such as alternate energy sources and forms on energy conservation. (YDS)

**ED 455 117** SE 065 088

**Pinzker, Valerie**

**Increasing the Engagement and Understanding of Concepts in Mathematics.**

Pub Date—2001-05-00

Note—62p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.

Pub Type—Dissertations/Theses (040) — Tests/Questionnaires (160)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—\*Cooperative Learning, Educational Change, High Schools, \*Journal Writing, \*Mathematics Instruction, Portfolio Assess-

ment, \*Student Participation, Teaching Methods

This study describes a program designed to alter instructional and assessment processes in mathematics in order to increase comprehension levels and engagement in mathematics. The targeted population consists of high school students in a community located in the western suburbs of a large metropolitan area. The socio-economic status of the community in which the school is located is middle to upper class. Evidence for the existence of the problem includes teacher observations, assessment scores, and student journal entries. Possible causes for the inadequate depth of involvement in mathematical activities and understanding of mathematical concepts can be divided into two categories. The student category includes attitudes and behaviors that contribute to the lack of engagement and understanding in mathematics. The instructional category includes limited teaching strategies, assessment techniques, and awareness of the importance of transfer. A review of the solution strategies suggested by professional literature, combined with an analysis of the setting of the problem, resulted in the selection of an interrelated three-part approach. The three-part approach incorporates cooperative learning, a portfolio, and math journals to improve engagement in mathematical activities and understanding of mathematical concepts. Post intervention data indicated an increase in the depth of involvement and engagement in mathematics as well as an increase in the understanding of mathematical concepts. These improvements in student achievement are reflected in students' grades and in student journal entries. (Contains 32 references.) (Author/ASK)

ED 455 118

SE 065 089

Schrecongost, Jonette

An Analysis of the Selection Criteria for the Eighth Grade Algebra I Accelerated Mathematics Program in Harrison County, West Virginia.

Pub Date—2000-12-03

Note—55p.; Master of Arts Thesis, Salem-Tokyo University.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Acceleration (Education), \*Admission Criteria, \*Algebra, Grade 8, Junior High Schools, \*Mathematics Education, Program Evaluation

This study analyzed the criteria used in Harrison County, WV, to select students to participate in an accelerated mathematics program. The program's main component is an eighth grade Algebra I course that enables the students to complete five years of college preparatory mathematics, ending with calculus. The scores used as selection criteria, CTBS concepts, CTBS computation, and pre-algebra grades, were all found to be good predictors of success. The results indicate, however that the current standards need to be raised. Requiring higher scores would eliminate a significant number of program dropouts (currently 51%). A fourth selection criteria, a 65th percentile on the Iowa Algebra Aptitude Test, could not be evaluated since there was no record of such test results. However, other studies indicate that both an algebra prognosis test and an assessment of interest would be helpful. (Contains 30 references.) (Author/ASK)

ED 455 119

SE 065 090

Seabury, Debra L.

The Write Connection: Implication of Research on the Design of Writing Activities for Teaching Elementary Science.

Pub Date—2001-00-00

Note—62p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Constructivism (Learning), Elementary Education, \*Integrated Curriculum, \*Science Instruction, Science Process Skills, \*Teaching Methods, \*Writing (Composition)

This inquiry examines the relationship between the science and writing processes and the implications of that relationship for classroom instruction

in the upper elementary grades. Drawing on historical research from constructivism and experiential learning theory, as well as current thought on knowledge and learning process, this study builds a rationale for integrating writing and science. A model of the science writing interaction shows parallels and intersections of the two processes and illustrates the transformational interdependence of knowledge and discourse in constructing meaning and deepening understanding. Benchmarks in science literacy form the basis for three practical applications of the science writing connection for the upper elementary classroom: a research template, a newspaper report, and a persuasive poster. (Contains 47 references.) (Author/ASK)

ED 455 120

SE 065 091

Schoenberger, Kathleen M. Liming, Lori Ann

Improving Students' Mathematical Thinking Skills through Improved Use of Mathematics Vocabulary and Numerical Operations.

Pub Date—2001-05-00

Note—68p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.

Pub Type—Dissertations/Theses (040) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Grade 6, Grade 9, High Schools, \*Mathematical Vocabulary, Mathematics Education, Middle Schools, \*Number Concepts, Special Education, \*Thinking Skills

This report describes a program for improving students' mathematical thinking skills through improved use of mathematics vocabulary and numerical operations. The targeted population includes sixth grade general education mathematics students and ninth grade special education mathematics students. The students' inability to effectively solve multi-step problems involving mathematical vocabulary and higher-order numerical operations were documented by story problem, vocabulary, and cue-word assessments. There are two schools in this study. Site A, a middle school, is located within a middle-class suburban community. Site B, a high school, is located within a middle-class urban community. Both sites are near a large mid-western city. Analysis of probable cause data indicated that a significant percentage of students had weaknesses in their thinking skills as related to their use of mathematics vocabulary and numerical operations. Review of the research literature suggested that some of the causes for this problem included: an emphasis on repetition and rules, inadequate language skills, a lack of prior knowledge of mathematics concepts, the amount of personal risk students will invest, and the students' decline in engagement with mathematics activities. A review of the solution strategies suggested by the researchers in the field of education combined with an analysis of the problem setting resulted in the development of a program for improving students' thinking skills as related to their use of mathematics vocabulary and numerical operations. This program involved the use of story problems that included elements of self-monitoring, pair-share strategies, direct instruction, and student-made glossaries of mathematical vocabulary. Post-intervention data indicated an increase in students' abilities to correctly use vocabulary words in literal and abstract sentences and identify the parts of mathematical equations, identify the correct cue words in story problems and operation needed to solve the problems, and an increase in students' abilities to accurately complete word problems and label their answers. (Contains 26 references.) (Author)

ED 455 121

SE 065 092

Graham, Megan

Increasing Participation of Female Students in Physical Science Class.

Pub Date—2001-04-00

Note—42p.; Master of Arts Action Research Project, St. Xavier University and IRI Skylight Field-Based Masters Program.

Pub Type—Dissertations/Theses (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Equal Education, Females, High Schools, Males, \*Physical Sciences, Science

Education, \*Sex Bias, Sex Differences, \*Student Participation  
Identifiers—\*Women in Science

This study describes a program designed to increase participation and involvement of female students in physical science classrooms and laboratories. The setting for the study is a high school in a suburban middle class community adjacent to a metropolitan area in the Midwest. Evidence for the existence of the problem includes student involvement checklists, teacher log to focus on general observations of student involvement throughout the quarter, and student survey to identify the perceptions of the students as to their level of involvement in the classroom and laboratory. Analysis of probable cause data revealed that female under involvement in science has many possible causes. Teachers interact more often and in more detail with male students who tend to be more aggressive. Female students have a more difficult transition through adolescence than male students. Science as a discipline discourages females. Society undervalues the role of women and sends mixed messages to females. To further add to the problem, there is an overall denial of gender biases. A review of solution strategies resulted in three categories for intervention: teacher instruction to increase awareness of gender bias, modification of teacher behavior to eliminate gender inequities, and instructional strategies using cooperative learning to improve participation and reduce competitive behavior. Post intervention data indicated an increase in classroom participation by the targeted female students in physical science. (Contains 25 references.) (Author/ASK)

ED 455 122

SE 065 093

Ruby, Allen

Hands-On Science and Student Achievement.

Dissertation.

RAND Graduate School, Santa Monica, CA.

Report No. —RGSD-159

Pub Date—2001-00-00

Note—260p.

Available from—RAND, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138. Tel: 310-451-7002; Fax: 310-451-6915; e-mail: order@rand.org; web site: http://www.rand.org.

Pub Type—Dissertations/Theses (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Hands on Science, Inquiry, Performance Based Assessment, Problem Solving, \*Science Achievement, Science Education, Science Instruction, \*Science Process Skills, \*Teaching Methods

From the late 1950s through today, hands-on science has been promoted as a method of science instruction. Currently, recent national science reform efforts seek to temper its role. However, no consensus has been reached on the relationship of hands-on science to student achievement, though this has been researched since the turn of the 20th century using various methods. To improve upon the literature, this work addresses three major limitations of past research—the lack of data on performance assessments of student achievement, the need to control for factors affecting both hands-on science and test scores, and the potential for a differential relationship by student ability. This work focuses on three research questions: (1) whether hands-on science is positively related to student achievement as measured by standardized test scores using both multiple choice and performance tests; (2) whether this relationship is stronger when using performance tests; and (3) whether this relationship differs by student ability. Regression analysis is applied to two data sources. The primary data set is the 1994 RAND Survey of 1,400 8th grade students and their teachers in Southern California which includes multiple choice and performance test scores. A second data source is the nationally representative NELS:88 with a focus on the 8th grade student sample. The initial findings vary by source of report, student or teacher, on the level of hands-on science. When accounting for the quality of the reports, the results show an association between the level of hands-on science and student

test scores for both multiple choice and performance tests. The results find little difference for this relationship by type of test; nor do they show strong evidence for a differential relationship due to student ability. These findings support the promotion of hands-on science at the middle school/junior high level while raising a concern about current science reform attempts to reduce and redirect its use. They also provide little evidence to support performance test programs on the grounds that they better reflect what is learned through hands-on instruction. Caveats on the findings and further research needs are discussed. (Contains 96 references.) (ASK)

**ED 455 123** SE 065 094

Hoffer, Thomas Selfa, Lance

**Academic Employment of Recent Science and Engineering Doctorate Holders. SRS Issue Brief.**

National Science Foundation, Arlington, VA. Div. of Science Resources Studies.

Report No.—NSF-01-332

Pub Date—2001-07-13

Note—6p.

Available from—For full text: <http://www.nsf.gov/sbe/srs>

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Data, \*Employment, \*Engineering Education, \*Graduate Study, Higher Education, \*Science Education, Sex Differences, Surveys

This data brief presents the results of the 1997 Survey of Doctorate Recipients (SDR). The survey questions target information on the labor market outcomes of recent doctorate holders. The results of the science and engineering (S&E) doctorate holders survey point out a difference between initial plans and employment due to changing plans during the course of graduate school or other factors. The characteristics of academic jobs and factors related to academic job characteristics are also discussed. (YDS)

**ED 455 124** SE 065 095

Doig, Brian de Lemos, Marion

**I Can Do Maths. Teacher's Guide and Text Booklets Levels A and B.**

Australian Council for Educational Research, Victoria.

Report No.—ISBN-0-86431-364-0

Pub Date—2000-00-00

Note—82p.

Available from—ACER Press Customer Service, Australian Council for Educational Research, Private Bag 55, Camberwell, Victoria 3124, Australia (\$58.30 Australian). Web site: <http://www.acerpress.com.au>

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price — MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Foreign Countries, \*Mathematics Activities, Mathematics Instruction, \*Number Concepts, \*Numeracy, Primary Education, \*Student Evaluation

The purpose of this instructional packet is to inform teachers and parents about children's development of numeracy in the early years of schooling. "I Can Do Maths" questions are in a child-friendly format and require children to write, draw, count, and measure. Two "ezi-guides" are provided to make administration easier. Keeping track of the results of assessment can be time-consuming. To minimize this, the Individual Student Profile, Diagnostic Map, and Descriptive Report are provided to assist teachers. All of these provide descriptive and normative reports of children's performance in number, measurement, and space, not simply a score, so that planning a teaching program appropriate to an individual child's needs is made easier. (ASK)

**ED 455 125** SE 065 096

Barrett, Jeffrey E. Clements, Douglas H. Klander-mann, David Pennisi, Sarah-Jean Polaki, Mokaeane

V.

**Children's Developing Knowledge of Perimeter Measurement in Elementary, Middle, and High School.**

Pub Date—2001-04-00

Note—65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Cognitive Processes, Elementary Secondary Education, \*Geometric Concepts, \*Knowledge Level, Mathematics Education, Teaching Methods

Identifiers—\*Perimeter (Geometry)

The focus of this research is to describe children's ways of quantifying length and perimeter in response to an open-ended reasoning task. Twenty-five children from grade 2 through grade 10 were given two fixed perimeter tasks in a structured interview setting. A 1997 framework proposed by Clements, Battista, Sarama, Swaminathan, and McMillen was used for the study. Children's solution strategies suggested a modified framework consisting of levels 1a, 1b, 2a, 2b, 3a and 3b, where the distinction of 3a and 3b emerged as a contrast between dynamic and static ways of coordinating and sequencing cases of measured shapes. Although more advanced strategies appeared among older children, some of the younger children nonetheless exhibited level 3 strategies and conversely, some grade 10 students seemed limited to level 2b strategies. The analysis also addresses the students' ways of coordinating representations of space and number, and ways of evaluating boundary cases. This study supports and elaborates upon previous studies based on a classroom curriculum implementation, and on teaching experiments, providing a broad account of developmental levels of knowledge for path length. The development of children's spatial reasoning has recently gained emphasis within the mathematics curriculum, for the U.S. Measurement system and geometry have been identified as two of five content-focused standards for K-12 instruction (NCTM, 2000). Furthermore, reasoning and proof retains a prominent position as one of the five process-focused standards, emphasizing children's ways of explaining and describing their responses to substantial tasks across the curriculum. Measurement and geometry tasks provide critical sites for helping children engage in reasoning toward proof. As the curriculum is shifted to emphasize measurement, especially in the first two of the four K-12 grade bands, there is a concurrent need to describe the increasingly sophisticated ways of measuring how children are expected to develop. If teachers are helped in connecting their own knowledge of children's thinking and strategies for measurement to instructional decisions, the expectation that teachers will provide appropriate sequences of instructional activities, ask relevant questions, and promote mathematically rich discussions. (Contains 44 references and 11 figures.) (Author/ASK)

**ED 455 126** SE 065 097

White, Paul Mitchelmore, Michael

**Teaching for Abstraction: Angle as a Case in Point.**

Spons Agency—Australian Catholic Univ., Canberra. Signodou Campus.

Pub Date—2001-07-00

Note—10p.; Paper presented at the Annual Meeting of the Mathematics Education Research Group of Australasia (24th, Sydney, Australia, July 1-4, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, \*Geometric Concepts, Grade 2, Grade 4, \*Mathematics Instruction, Relevance (Education), \*Teaching Methods

The method of Teaching for Abstraction was applied in grades 2 and 4 to individual teaching interviews focusing on the angle concept. Responses of three students who successfully

matched different physical angle situations are compared to responses of three that did not. The teaching method was generally supported, but it appears that more emphasis needs to be given to the examination of within-situation and within-context similarities before matching across contexts, and hence abstraction of the angle concept, can proceed. (Contains 10 references and 1 figure.) (Author)

**ED 455 127** SE 065 098

**JMG(SM) Junior Master Gardener Handbook. Level 1.**

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Report No.—ISBN-0-9672990-0-4

Pub Date—1999-00-00

Note—186p.; For related documents, see SE 065 099 and SE 065 100.

Available from—JMG Shop and JMG Kids, Connexion Enterprises, LLC, 1515 Emerald Plaza, College Station, TX 77845 (1-15 copies, \$20 each; 16-50 copies, \$17 each). Tel: 888-564-5437 (Toll Free); Web site: <http://www.jmgkids.com>

Pub Type—Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

Descriptors—\*Daily Living Skills, Elementary Education, Environmental Education, \*Gardening, Hands on Science, \*Horticulture, Outdoor Education, \*Plants (Botany), \*Science Activities, Science Instruction

This student handbook targets children in grades 3-5 and features both group and individual activities. By completing one group and one individual activity in each section of the eighth chapter, a student can become a certified Junior Master Gardener. Contents include: (1) "Plant Growth and Development"; (2) "Soils and Water"; (3) "Ecology and Environmental Horticulture"; (4) "Insects and Diseases"; (5) "Landscape Horticulture"; (6) "Fruits and Nuts"; (7) "Vegetables and Herbs"; and (8) "Life Skills and Career Explorations." (YDS)

**ED 455 128** SE 065 099

**Health and Nutrition from the Garden. Golden Ray Series(SM).**

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Pub Date—2001-00-00

Note—200p.; For related documents, see SE 065 098 and SE 065 100.

Available from—JMG Shop and JMG Kids, Connexion Enterprises, LLC, 1515 Emerald Plaza, College Station, TX 77845 (\$28.50). Tel: 888-564-5437 (Toll Free); Web site: <http://www.jmgkids.com>

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Elementary Education, \*Gardening, Hands on Science, \*Health, \*Lesson Plans, \*Nutrition, Outdoor Education, Plants (Botany), \*Science Activities, Science Instruction

This document features gardening activities for children in grades 3-5. Lesson plans target teaching children healthy eating habits; children should consume five servings of fruits and vegetables each day to take in the necessary vitamins and minerals essential for health and growth. Many lesson plans are also associated with physical activities and are marked with a "Body Builder" symbol. Six teaching concepts are presented: (1) "Basic Gardening"; (2) "Growing Techniques"; (3) "Thrifty Gardens"; (4) "Food Safety"; (5) "ABC's of Healthful Eating"; and (6) "Healthful Snacks." Appendices include gardening preparation and planting instructions, garden journal and activity worksheets, parental take-home sheets, and a registration packet. (YDS)

**ED 455 129** SE 065 100

**Junior Master Gardener(SM) Teacher/Leader Guide. Level One.**

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Report No.—ISBN-0-9672990-1-2

Pub Date—1999-00-00

Note—400p.; For related documents, see SE 065 098 and SE 065 099.

Available from—JMG Shop and JMG Kids, Connexion Enterprises, LLC, 1515 Emerald Plaza,



College Station, TX 77845 (\$38). Tel: 888-564-5437 (Toll Free); Web site: <http://www.jmkgkids.com>.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Daily Living Skills, Elementary Education, Environmental Education, \*Gardening, Hands on Science, \*Horticulture, Outdoor Education, \*Plants (Botany), \*Science Activities, Science Instruction

This program is a new and innovative gardening project that targets children in grades 3-5 (Level 1). This book contains eight chapters that feature group and individual activities. Students can become certified Junior Master Gardeners by completing one group and one individual activity for each teaching concept and by participating in one leadership/community service project per chapter. Chapters include: (1) "Plant Growth and Development"; (2) "Soils and Water"; (3) "Ecology and Environmental Horticulture"; (4) "Insects and Diseases"; (5) "Landscape Horticulture"; (6) "Fruits and Nuts"; (7) "Vegetables and Herbs"; and (8) "Life Skills and Career Exploration." The appendix includes a registration packet and worksheets for each chapter. (Author/YDS)

ED 455 130

SE 065 101

Myers, Robert J. Botti, James A. Pompea, Stephen M.

**Design, Development, and Implementation of an Inquiry-Based, Technology-Rich, Science Curriculum.**

Pub Date—1997-03-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Earth Science, Inquiry, Metacognition, \*Problem Based Learning, \*Problem Solving, Professional Development, Science Education, Secondary Education, \*Student Attitudes, Student Centered Curriculum, Thinking Skills

A study was initiated at the inception of the Exploring the Environment (ETE) project to look at critical factors concerning the use of problem-based learning in Earth science classes. During the 1995-96 school year, the Tropical Poison module from the ETE Project was evaluated in nine high schools across the country. The module introduced students to authentic environmental issues within the context of an ill-structured problem. The ETE Project Team also conducted one-week workshops for participating teachers with five of the nine teachers participating in this study attending the workshop. An "ex post facto," causal-comparative research design was used. Likert data from teacher and student surveys, and end-of-exercise reports written by students were analyzed to seek out causes, relationships, and their meanings. Research questions addressed student attitudes toward the understanding of the problem solving process and their perception of their involvement in learning in an inquiry environment. The data were analyzed comparing students' scores by teachers who participated in the week-long workshop, versus those who did not. Students whose teachers had attended a week of professional development prior to this study, had significantly higher attitude scores concerning problem solving and engagement. The same students also had significantly better end-of-module written reports than the students of teachers who did not attend the ETE summer workshop. Though not an experimental design, and the subjects varied as to background and pre-knowledge, this brief study supports the importance of providing professional development for teachers devoted to using inquiry-based methods in science classrooms. Blind Review Form is appended. (Contains 13 references.) (Author/YDS)

ED 455 131

SE 065 106

Atkin, J. Myron, Ed. Black, Paul, Ed. Coffey, Janet, Ed.

**Classroom Assessment and the National Science Education Standards.**

National Academy of Sciences - National Research Council, Washington, DC. Center for Education.

Spons Agency—National Science Foundation, Arlington, VA.; National Aeronautics and Space Administration, Washington, DC.

Report No.—ISBN-0-309-06998-X

Pub Date—2001-00-00

Contract—ESI-9618770, NCC5-247

Note—126p.; Produced by the Committee on Classroom Assessment and the National Science Education Standards.

Available from—National Academy Press, 2101 Constitution Avenue NW, Lockbox 285, Washington, DC 20418 (\$18.95). Tel: 800-624-6242 (Toll Free); Tel: 202-334-3313; For full text: <http://www.nap.edu>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Evaluation Methods, \*Formative Evaluation, Professional Development, Science Education, \*Standards, Teacher Effectiveness

Identifiers—\*National Science Education Standards

Since the "National Science Education Standards" were published in 1996, it has become apparent that the standards did not provide sufficient guidance on the key topics needed for implementation. Assessment was identified as a topic requiring more detail and guidance, as well as scientific inquiry, technology in the science curriculum, selection of instructional materials, and development of science programs. This book examines the ongoing assessment that occurs each day in classrooms. Chapters include: (1) "An Introduction to Assessment in the Science Classroom"; (2) "The Case for Strengthening Assessment in the Science Classroom"; (3) "Assessment in the Classroom"; (4) "The Relationship between Formative and Summative Assessment in the Classroom and Beyond"; (5) "Professional Development"; and (6) "Beyond the Classroom—System-Level Supports." (Contains 122 references.) (Author/YDS)

ED 455 132

SE 065 109

**Pacific Eisenhower Mathematics and Science Regional Consortium Final Performance Report, October 1, 1995-February 28, 2001.**

Pacific Resources for Education and Learning, Honolulu, HI.

Spons Agency—Department of Education, Washington, DC.

Pub Date—2001-00-00

Contract—R168R50023

Note—74p.; Color figures may not reproduce well.

Available from—Pacific Resources for Education and Learning, Ali'i Place, 25th Floor, 1099 Alakea Street, Honolulu, HI 96813 Tel: 808-441-1300 (Toll Free); Fax: 808-441-1385; e-mail: [askprel@prel.org](mailto:askprel@prel.org); Web site: <http://www.prel.org>.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Academic Standards, \*Curriculum Development, Elementary Secondary Education, \*Mathematics Education, \*Program Development, \*Science Education

The Pacific Eisenhower Mathematics and Science Regional Consortium was established at Pacific Resources for Education and Learning (PREL) in October, 1992 and completed its second funding cycle in February 2001. The Consortium is a collaboration among PREL, the Curriculum Research and Development Group (CRDG) at the University of Hawaii, and the U.S.-affiliated Pacific Region's departments and ministries of education. The Pacific Consortium provided support for the improvement of mathematics and science education in the Pacific Region and across the nation. It built upon the regionally shared vision that all Pacific children will be scientifically and mathematically literate. The Consortium worked to improve mathematics and science curriculum, instruction, and assessment and to strengthen Pacific regional resources that enable sustained improvement. Progress towards achieving these goals was accom-

plished by coordinating mathematics and science resources, supporting the identification and implementation of standards-based mathematics and science instructional programs, and providing training and technical assistance. The Consortium worked throughout the Pacific Region to identify and carry out projects and activities that met its objectives and furthered local initiatives. The Pacific Consortium supported a variety of activities including the development of standards and frameworks; training and technical assistance to implement culturally appropriate professional-development programs and standards-based classroom practices; technology growth; and outreach efforts aimed at parents, community members, and others in the learning environment. This document contains the final performance reports. (ASK)

ED 455 133

SE 065 111

**Living with a Star: An Educator Guide with Activities in Sun-Earth Sciences.**

National Aeronautics and Space Administration, Washington, DC.

Report No.—EG-2001-01-005-GSFC

Pub Date—2001-00-00

Note—26p.

Available from—For full text: <http://spacelink.nasa.gov/products>.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Educational Resources, Elementary Secondary Education, \*Science Activities, \*Science Instruction, \*Space Sciences

Identifiers—\*Earth, National Aeronautics and Space Administration, \*Sun

This educator guide is designed to provide references and resource materials to K-12 educators about the connection between the sun and the earth. Chapters include: (1) "Common Questions and Answers"; (2) "Sun-Earth Connection Missions"; (3) "Website Resources"; (4) "NASA CORE Materials"; (5) "Activities"; (6) "NASA Educator Workshop Resources"; (7) "Glossary"; and (8) "Additional NASA Resources." (YDS)

ED 455 134

SE 065 112

Rosenberg, Carla B. Rogers, Melissa J. B.

**How High Is It? An Educator's Guide with Activities Focused on Scale Models of Distances.**

National Aeronautics and Space Administration, Washington, DC.

Report No.—EG-2001-03-005-GRC

Pub Date—2001-00-00

Note—124p.; Developed at NASA John H. Glenn Research Center at Lewis Field with the cooperation of NASA Headquarters.

Available from—For full text: <http://spacelink.nasa.gov/products>.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—\*Distance, Educational Resources, Intermediate Grades, Junior High Schools, \*Mathematics, \*Models, \*Satellites (Aerospace), \*Science Activities, Science Instruction, Space Sciences

Identifiers—National Aeronautics and Space Administration

This guide focuses on scale models of distances. Activities also incorporate mathematics but can be used in science and technology grades 5-8 classes. The content of the book is divided into three sections: (1) Introductory Activities; (2) Core Activities; and (3) Activity/Assessment. Activities include: (1) KWL Chart; (2) Ball and String Earth-Moon Model Activity; (3) Earth-Moon Model Worksheet; (4) Teacher Facts: The Mathematics behind the Ball and String Model; (5) How High Is It? Activity; (6) How High Is It? Worksheet; (7) Altitude Chart; (8) Atmospheric Layers Tables; (9) NASA Vehicles Template; (10) NASA Vehicle Altitudes Tables; (11) Layers of the Atmospheric Activity; (12) Layers of the Atmosphere Worksheet; (13) Teacher Facts: Layers of the Atmosphere; (14) Altitude Walk Activity; (15) Altitude Walk Worksheet, Part 1; (16) Altitude Walk Worksheet, Part 2; (17) Teacher Facts: Up in the Atmosphere; (18) Satellite Swap Game; (19) Satellite Swap Handout; (20)

Teacher Facts: NASA Enterprises; (21) Worksheet 1: Math Challenge Problems; (22) Worksheet 2: Continental U.S. Map Models; (23) Map of the Continental United States; (24) Map of the Continental United States Answer Key; and (25) Worksheet 3: Models, Scales, and Distance. (YDS)

**ED 455 135** SE 065 113

**Federal Funds for Research and Development: Fiscal Years 1999, 2000, and 2001. Volume 49. Detailed Statistical Tables.**

Quantum Research Corp., Bethesda, MD.  
Spons Agency—National Science Foundation, Washington, DC. Div. of Science Resources Studies.

Report No.—NSF-01-328

Pub Date—2001-06-00

Contract—SRS-9732370

Note—323p.; Project officer was Ronald L. Meeks.

Available from—National Science Foundation, Div. of Science Resources Studies, 4201 Wilson Blvd., Suite 965, Arlington, VA 22230. Tel: 703-292-8774; Fax: 703-292-9092; e-mail: paperpubs@nsf.gov. For full text: <http://www.nsf.gov/sbe/srs/stats.htm>

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price – MF01/PC13 Plus Postage.**

Descriptors—\*Data, Engineering, \*Federal Aid, \*Research and Development, Sciences

Identifiers—National Science Foundation

This document features detailed statistical tables of Federal Funds for Research and Development for the fiscal years of 1999, 2000, and 2001. The data in this report were derived from the Survey of Federal Funds for Research and Development. Contents include: (1) "Technical Notes"; (2) "Federally Funded Research and Development Centers"; (3) "Detailed Statistical Tables"; (4) "Appendix A: Agencies Included in This Survey, Volumes 30-49"; and (5) "Appendix B: Notes Associated with Agencies Included in the Survey of Federal Funds for Research and Development, Volumes 30-49." (YDS)

**ED 455 136** SE 065 114

**Academic Research and Development Expenditures: Fiscal Year 1999. Detailed Statistical Tables.**

Quantum Research Corp., Bethesda, MD.  
Spons Agency—National Science Foundation, Washington, DC. Div. of Science Resources Studies.

Report No.—NSF-01-329

Pub Date—2001-06-00

Contract—SRS-96-19737

Note—269p.; Project officer was M. Marge Machen.

Available from—National Science Foundation, Div. of Science Resources Studies, 4201 Wilson Blvd., Suite 965, Arlington, VA 22230. Tel: 301-947-2722; Fax: 703-292-9092; e-mail: paperpubs.gov. For full text: <http://www.nsf.gov/sbe/srs/stats.htm>

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price – MF01/PC11 Plus Postage.**

Descriptors—Colleges, \*Data, Federal Aid, Higher Education, \*Research and Development, Universities

Identifiers—National Science Foundation

This document features detailed statistical tables of Academic Research and Development Expenditures for fiscal year 1999. The data presented in this report were collected from the National Science Foundation's (NSF's) fiscal year 1999 Survey of Research and Development Expenditures at Universities and Colleges. Contents include: (1) "Technical Notes"; (2) "Detailed Statistical Tables"; (3) "University-Administered Federally Funded Research and Development Centers: FY 1999"; and (4) "Survey Instruments." (YDS)

**ED 455 137**

Koeppen, Kim E.

**It Threw Me for a Loop! Preservice Teachers' Reactions to Issues-Centered Social Studies in the Primary Grades.**

Pub Date—1999-11-19

Note—18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (79th, Orlando, FL, November 19-21, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price – MF01/PC01 Plus Postage.**

Descriptors—Action Research, Curriculum Development, Curriculum Research, Higher Education, Methods Courses, Preservice Teacher Education, \*Preservice Teachers, Primary Education, \*Social Studies, \*Teacher Attitudes, \*Teacher Response

Identifiers—\*Issue Centered Education

Issues-centered curriculum is an anomaly within the social studies classroom, most often overshadowed by the dominant framework that includes teacher-centered, textbook-driven, subject-focused lessons. An instructor of social studies methods chose to break with the content-dominant tradition and introduce issues-centered social studies to the preservice teachers in an early childhood methods course. This paper describes an action research study in which a primary grades social studies methods course with an emphasis on issues-centered curriculum, was designed and the primary preservice teachers' (n=27) reactions to issues-centered social studies were examined at the end of the semester. Teachers are often uncomfortable broaching issues, which can be controversial, with their young students. Others question whether children possess the skills traditionally equated with critically analyzing information surrounding issues. At the course's end, all of the preservice teachers expressed initial feelings of being overwhelmed with the idea of creating an issues-centered social studies unit for the primary grades. Even so, all but three of them had a positive, albeit reserved, reaction as they reflected on their experiences. There was a strong inclination to view issues-centered social studies as a means for motivating students to learn. Some, however, saw this approach as inappropriate for use in the primary grades. (Contains 29 references.) (BT)

**ED 455 138**

Branson, Margaret S.

**Globalization and Its Implications for Civic Education.**

Center for Civic Education, Calabasas, CA.

Pub Date—1999-10-00

Note—17p.; Paper presented at the Democracy and the Globalization of Politics and the Economy International Conference (Bad Urach, Germany, October 3-8, 1999). Conference sponsored by the German Federal Agency for Civic Education in cooperation with the State Agency for Civic Education, Stuttgart, Germany, and the Center for Civic Education.

Available from—For full text: [http://www.civiced.org/papers\\_Oct99\\_branson.html](http://www.civiced.org/papers_Oct99_branson.html)

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price – MF01/PC01 Plus Postage.**

Descriptors—\*Business, \*Citizen Role, \*Citizenship Education, Democracy, Elementary Secondary Education, Global Approach, \*Government Role, International Communication, \*World Affairs

Identifiers—Global Awareness, \*Global Issues, \*Globalization

Given the sweeping changes taking place in the world and their potential impact on the life of the individual, it is hard to explain why U.S. citizens have not been as attentive as they should to international and transnational developments. Recent research indicates that U.S. citizens lag behind residents of many Western nations in their awareness of key political actors, institutions, and events in the world. In this era of globalization, the study of civics and government must include international and transnational dimensions. To restrict the study of civics and government to the domestic concerns of

SO 031 384

the United States is to fail to prepare students for the world in which they must live, work, and function as citizens. This paper, although it does not present a fully developed curriculum or a set of standards, draws attention to what Richard Stanley calls the "Global Triad" of business, civil society, and government. The paper contends that awareness of these realignments is essential to student understanding of what globalization is and why it has meaning for them as individuals and as citizens. It discusses the three major changes in the global economy, the rise of global civil society, and globalization and democracy. It concludes by asking if the benefits of globalization outweigh the costs, finding no certain answer to that question as yet. It recommends that teachers help their students acquire the civic skills and the will necessary to direct globalization in ways that will protect and promote democracy. (Contains 20 references.) (BT)

**ED 455 139**

SO 031 817

**Review of Educational Policy in Slovenia.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date—1998-00-00

Note—54p.

Available from—Organisation for Economic Cooperation and Development, 2 rue Andre Pascal, F-75775 Paris Cedex 16, France. Tel: +33 1-45-24-82-00; Web site: <http://www.oecd.org/>; Web site: <http://www.oecd.org/PUBS/pubshome.htm>

Pub Type—Reports - Evaluative (142)

**EDRS Price – MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Comparative Education, \*Curriculum Development, Decision Making, Democracy, \*Educational Change, \*Educational Policy, Elementary Secondary Education, Foreign Countries, Government Role, Postsecondary Education, \*Public Education, Standards, Student Needs

Identifiers—\*Slovenia

This review of educational policy in Slovenia, carried out at the request of the Slovenian Government, has as its main focus an examination of the current state of the policy reforms set in motion following Slovenia's independence in 1991. It takes into consideration the White Paper on Education in the Republic of Slovenia (1996), the main principles and values of which are that the public education system: should be transparent and open; should be "legally neutral"; should provide the possibility of choice at all levels; should encourage democracy in decision making in the system; and should be a "quality" system emphasizing learning rather than the accumulation of facts. The review's analysis, conclusions, and recommendations are intended to indicate priorities within the evolving system rather than to suggest new or different directions. The report presents its findings on a thematic basis, highlighting the most important general principles of change which apply to all sectors. Chapter 1 summarizes the context in which the reforms are taking place. Chapter 2 deals with curriculum reform. Chapters 3 and 4 are concerned with the development of outcome-related standards and quality in the system. Chapter 5 covers the new approaches to the locus and methods of decision making in the system. Chapter 6 addresses issues on efficiency and resources in the educational system. Chapter 7 presents recommendations and makes some general observations on the process of reform. (BT)

**ED 455 140**

SO 031 929

Brown, Neil Thomas, Kerry

**Creativity as Collective Misrecognition in the Relationships between Art Students and Their Teachers.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—8p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the

Arts, its art funding and advisory body.  
Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Art Education, \*Art Products, \*Art Teachers, Classroom Research, Classroom Techniques, \*Creativity, Foreign Countries, High Schools, Qualitative Research, \*Teacher Student Relationship, Visual Arts

Identifiers—\*Art Students

Descriptions of the creative disposition are caught in a dilemma. If the spontaneous origination of ideas is a product of discrete mental dispositions, then how are these intentional traits made intelligible within conventional discourse? On one hand art students are obliged by teachers to find creative authenticity in their own intentional resources. On the other hand students begin to realize that the originality of their achievements is rewarded in conformity with art educational convention. This paper tackles the contradiction of "learning to be creative." It presents a pilot study that posits creativity as misrecognition within the practice of art education, specifically that misrecognition of creative autonomy in various emergent forms takes place in the transaction between teachers and students, students and students, teachers and teachers, as well as teachers and others. Detailed observations were made of some 75-minute lessons in which a visual arts teacher introduced a new unit to a senior (Year 11) class (n=19). Presents in detail the theoretical framework. Discusses the results in terms of symbolic capital, focusing on the teacher's strategic command of the classroom. (Contains 42 references.) (BT)

**ED 455 141**

SO 031 932

Bracey, Ted

**The Mis-Classification of Art as It Works**

**Against an Inclusive Art Education.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—11p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Art Education, \*Biculturalism, Classification, \*Cultural Context, \*Cultural Pluralism, Foreign Countries, Higher Education, \*Sociocultural Patterns, Visual Arts

Identifiers—New Zealand

This paper contends that the conventional ways in which art is accounted for exclude all but the interests of the dominant social group and effectively defeat many of the initiatives that have been taken in the field over the last three decades to account for the values, aspirations, and beliefs of minority groups. The paper attempts to show how this has been the product of a misclassification of the concept of "art" and of a naive view of multiculturalism as social practice. The paper explores the idea of art as a social institution and discusses the concepts of culture, multicultural, and bi-culture. It concludes with a discussion of the implications for art education arising from the use of these concepts. (Contains 12 references.) (BT)

**ED 455 142**

SO 031 934

Boyd, Roger

**Modes of Thought in Secondary School Art.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—9p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Gov-

ernment through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Art Education, Educational Research, Foreign Countries, Hermeneutics, Interviews, \*Naturalistic Observation, Participant Observation, Qualitative Research, Secondary Education, \*Thinking Skills, \*Visual Arts

Identifiers—Australia

This study investigates what thinking skills are needed to be a good artist or art student, particularly in a secondary school art course. Following a review of the literature, a qualitative approach was used to identify, describe, and classify the thought processes that are seen by the participants as being conducive to success in visual art. The principal methods of data gathering employed were participant observation, open-ended interviews, and examination of personal documents. The study addressed two related populations in a 2-stage model using what Sullivan and Hawke (1996) have described as the novice-expert paradigm. Stage 1 involved research with eminent practicing professional artists. Stage 2 involved research with art students in their final year of secondary school in Australia. Findings from the study are summarized and discussed. (Contains 3 tables and 11 references.) (BT)

**ED 455 143**

SO 031 936

Bamford, Anne

**A Dream of Red Mansions: Researching the Art of Generalist Art Teaching.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—10p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Aesthetics, \*Art Education, \*Art Expression, Educational Research, Elementary Education, Foreign Countries, \*Research Methodology, Teacher Education, Visual Arts

Identifiers—Australia (New South Wales), \*Critical Inquiry

This paper explains the method and value of critical aesthetic inquiry when researching the teaching of art. The paper contends that teaching is an art, and the only appropriate way to research art practice is through an artistic approach to critical inquiry. The paper explains how art education research is distinctive from scientific research. It then explains the framework of critical aesthetic inquiry, including the basic theory, data gathering instruments, and methods of analysis. It addresses the methodology's limitations and realms of effective application. (Contains 27 references.) (BT)

**ED 455 144**

SO 031 937

Stuhr, Patricia L. Ballengee-Morris, Christine

**Cultural Change through a School Reform Project: A Case Study.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—9p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road,

Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Art Activities, \*Art Education, Educational Change, Educational Research, \*Integrated Curriculum, Interdisciplinary Approach, Middle Schools, \*School Restructuring

Identifiers—\*Cultural Change, Ohio

This paper presents a narrative of a case study conducted in an Ohio middle school as part of a 5-year nationally funded reform program, Transforming Education through Art Challenge (TETAC), which features the arts as central in integrated/interdisciplinary curriculum planning. In the school the paper reports on, there are approximately 64 teachers involved in the study from various disciplines, as well as two university researchers. The paper states that as a group the educators are constructing a concept of school reform as a continuing process. It explains that they are looking at the operational and managerial aspects of schooling to enable the arts to play a pivotal role in the development of integrated curriculum. The paper identifies and illustrates the myths and realities of school reform programs with partial tales of experiences from this case. It states that a developmental explanation of integrated curriculum will be introduced and applied in this case. (BT)

**ED 455 145**

SO 031 939

Au Kit-oi, Eliza

**An Alternative Approach to In-Service Teacher Education for Secondary Art Teachers.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—9p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body. Paper reports on Part 2 of author's research project, "Educational Evaluation and Professional Development of Art Teachers in Hong Kong," which has not been made available through ERIC.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Action Research, \*Art Education, \*Art Teachers, Educational Practices, \*Evaluation Criteria, Foreign Countries, Inservice Teacher Education, Interviews, Knowledge Base for Teaching, Professional Development, Secondary Education, Teacher Surveys

Identifiers—Alternative Conceptions, \*Hong Kong, \*Reflective Inquiry

For decades there has been no formal evaluation system to ensure the quality of art teaching in Hong Kong. Additionally, although the syllabi for art are open and flexible, art teachers do not have adequate knowledge to develop a balanced curriculum. This study investigates what constitutes good art teaching and the extent to which art teachers can develop criteria for evaluating art teaching and use these criteria to reflect upon and improve their teaching. Three paths comprise the research: (1) preliminary interviews to establish a Hong Kong context for evaluating art teachers; (2) Part 1: a survey of secondary art teachers' perceptions of knowledge and competencies; and (3) Part 2: an action research project to test the working hypothesis that developing standards of good art teaching through reflective inquiry will help teachers to evaluate and improve their practice. Synopses are provided of the preliminary interviews and Part 1. Part 2 is discussed in detail. The paper explains the test module and the theoretical framework. The test module consists of four principles: (1) Good art teaching as a frame; (2) Practice-into-theory; (3) Dialogue journals as tools for reflecting on/improving practice; and (4) Developing and using standards of good practice for self evaluation. The paper discusses three themes that emerged from the study:



(1) reflection on practice; (2) learning from peers; and (3) teacher change. (BT)

**ED 455 146** SO 031 941

Anderson, Kathy

**Enabling or Constraining: Standards Based Assessment in Art Education in New Zealand.**

Australian Inst. of Art Education, Melbourne.  
Pub Date—1999-09-00

Note—9p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Art Education, Educational Change, \*Evaluation Criteria, \*Evaluation Methods, Foreign Countries, High Schools, \*National Standards, \*Student Evaluation  
Identifiers—\*Artistic Evaluation, Educational Issues, \*New Zealand

This paper aims to investigate the New Zealand assessment and qualifications reforms at the senior secondary school level within the political contexts of educational reform of the 1990s and the resulting effect for assessment in art education. These reforms involved a swing to an outcomes based model of assessment and the resulting qualifications were structured into a series of levels, described as "The Framework" (Ministry of Education, 1994). The development of The Framework and standards based assessment systems in New Zealand gave rise to a dramatic polarization of views that occurred between various educational groups and exposed a basic conflict of interest as to how assessment should be managed and how inclusive it should be. Standards based assessment is defined as that which measures the performance of a learner against set standards of achievement or competence; unit standards are descriptive statements of what an individual should know and be able to do. A table shows comparisons of art assessment at the senior secondary level (15-18 years old) under both traditional and standards based assessments. Contains a 21-item bibliography. (BT)

**ED 455 147** SO 031 945

Carroll, Judith

**Art as a Discipline Concealed in the Beliefs and Practices of Two Artists.**

Australian Inst. of Art Education, Melbourne.  
Pub Date—1999-09-00

Note—7p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Art Expression, \*Artists, Curriculum Research, \*Discipline Based Art Education, \*Journal Writing  
Identifiers—\*Artistic Performance, Educational Issues, Questions

This paper focuses on some of the issues from a study that questioned the validity of the proposal advanced by the influential North American curriculum movement referred to as "Discipline-Based Art Education" (DBAE); that the methods and understanding of artists, art critics, aestheticians, and art historians can be represented in a model of artistic knowledge that is framed as a coherent and integrated system of naive to sophisticated performances. The interpretation of data focused on the pedagogical dialogue about the authentic representation

of artistic practice, specifically the role of the journal, or process diary, as an example of the way in which answers to empirical questions are more often than not counterintuitive. It reports that the study's two respondents are at best intuitive in their meta-representations of their performances and at worst misrepresent what they do, albeit in an unconscious and therefore concealed way. It finds that the manner in which the two produce their works, including process diary use, is sophisticated in ways that do not align with the characteristics and categorizations set out in DBAE. The paper elaborates on these findings and on the two respondents' methods of producing art works. Contains 18 references. (BT)

**ED 455 148** SO 031 949

Congdon, Kristin G.

**Ofrendas/Border Crossings: A Studio-Based Model for Cross Cultural Traveling.**

Australian Inst. of Art Education, Melbourne.  
Pub Date—1999-09-00

Note—7p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Art Expression, \*Art Products, \*Artists, \*Cultural Context, \*Exhibits, Models, Multicultural Education

Identifiers—Borderlands, Contact Zones, Dia de los Muertos, \*Multicultural Materials

While creating an art form which is foreign to an artist's cultural expression may seem like taking a risk in today's world, it may provide a way to successfully negotiate a fulfilling living and working space on this diverse planet. Movement into a foreign space, often referred to as a border crossing, can be understood as a central meeting space. This paper discusses the 1998 exhibition at the Maitland Art Center in Florida, "Ofrendas/Border Crossings," where 20 Latino and non-Latino artists made ofrendas, or Day of the Dead altars. The exhibition can serve as a model for multicultural education beyond the code signifying the inclusion of non-white races and ethnicities, which negatively reinforces a white/other binary dynamic. The paper tells the stories of many of the artists who made and exhibited ofrendas, finding that all of the artists felt they had traveled to a new space and had negotiated the territory for their benefit. It suggests that this new space can act as a "contact zone" that dissolves bigotry based on simplistic cultural conceptions. Contains 14 references. (BT)

**ED 455 149** SO 031 951

Church, Terrence

**System-Wide Assessment in the Arts: A Developing Model.**

Australian Inst. of Art Education, Melbourne.  
Pub Date—1999-09-00

Note—8p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Evaluation Methods, Evaluation Research,

Foreign Countries, Models, \*Test Construction, \*Tests, \*Visual Arts

Identifiers—\*Artistic Evaluation, \*Australia (Western Australia)

This paper discusses the development and implementation of the system-wide assessment of arts learning in primary and secondary schools that took place in Western Australia in September 1996. The paper describes the background to the assessment, the design brief, and the assessment package as a whole, focusing on the visual arts tests. It discusses issues that arose during the development of the test and outcomes highlighted in the data analysis. (BT)

**ED 455 150** SO 031 955

Chen, Jo Chiung-Hua

**Children's and Adolescents' Conceptions in Describing Works of Art.**

Australian Inst. of Art Education, Melbourne.  
Pub Date—1999-09-00

Note—6p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescent Attitudes, \*Art Criticism, \*Art Products, Comparative Analysis, Elementary Secondary Education, Foreign Countries, Higher Education, Interviews  
Identifiers—Art Concepts, \*Childrens Responses, Conceptual Integration, Taiwan

In general, children between the ages of four and eight criticize works of art based on their subject matter, color, pattern, or related combinations of these criteria. Between the ages of 8 and 11 children begin to notice their feelings, the artist's ability, and the expressive qualities of a picture. After the age of 11 children become increasingly interested in the evocative qualities of a work. This paper compares how children and adolescents of different grade levels respond differently to works of art, focusing on the following areas: (1) describing works of art; (2) the manner in which they state their preferences; (3) what kind of criteria they use for judging works of art; and (4) the differences between the preferences and judgments they made in responding to works of art. The paper reports that 517 students in grades 1, 3, 5, 7, 9, 11, and a university were randomly selected from three public schools in Taipei, Taiwan, Republic of China, three schools in Kinman, and one university in Taipei. Each subject was asked to respond to three types of paintings by answering three structured interview questions. The paper presents and discusses findings from the study. Findings suggest that when the individual's aesthetic ability has developed to the highest point, then the individual may no longer separate preference concept from value judgment concept. Contains a figure and 22 references. (BT)

**ED 455 151** SO 031 956

Chen, Jo Chiung-Hua

**A Comparison of National Standards for Visual Arts between the U.S. and Taiwan.**

Australian Inst. of Art Education, Melbourne.  
Pub Date—1999-09-00

Note—6p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Standards, \*Art Education, Comparative Analysis, Comparative Edu-

cation, \*Curriculum Development, Educational Research, Elementary Secondary Education, Foreign Countries, \*National Standards, \*Visual Arts

Identifiers—Curriculum Standards, Document Analysis, National Arts Education Standards, \*Taiwan, \*United States

This study uses document analysis and comparison to investigate the connotations of National Standards for Visual Arts of the United States and Taiwan. The major difference between these two sets is the content structure. The U.S. standards focus on the differentiation of students' abilities by grade based on six content areas of arts disciplines. The Taiwan standards emphasize the differentiation of subjects by grade based on three aspects of arts disciplines. An analysis of the structure reveals that the Taiwan arts curriculum standards cultivate expression/creation, comprehension, and practical application skills, while the U.S. standards cultivate performance, comprehension, and the skill of incorporating art into other subjects. Suggestions are made for the development of art curricular reform in Taiwan. (BT)

ED 455 152 SO 031 986

Farmer, Edward L.

**Western Civilization, Modernity, and World**

**History: Some Perspectives from East Asia.**

Pub Date—2000-02-00

Note—33p.; Paper presented at the World 2000 Conference on Teaching World History and World Geography (Austin, TX, February 11-12, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Foreign Countries, Global Approach, Higher Education, History Instruction, Instructional Improvement, \*Western Civilization, \*World History

Identifiers—Asia (East), \*Eurocentrism, Modernity, Rule Application, \*Teaching Perspectives

This paper wrestles with some of the problems of Eurocentrism that must be confronted in teaching world history. Alert to the problem of perspective, the paper focuses on teaching strategies and not on theoretical justifications for personal opinions. The paper addresses the concepts of Western civilization and a modern world. It discusses five rules from an area studies perspective: (1) Handle the concept of civilization with care in a world history course; (2) Be alert to the problem of Eurocentrism; (3) Do not overemphasize the European origins of modernity; (4) Ask what the term "West" means outside Europe; and (5) Pay attention to East Asian (and other) regional perspectives. The paper explores each rule in detail and concludes that the challenge of teaching world history is to figure out how to prioritize and balance a story that could, potentially, include everything. The paper advocates the need to adopt world history strategies that allow educators to create narratives that are pluralistic or multi-centered to avoid undue parochialism, suggesting comparative strategies for this purpose. (Contains 7 notes and 7 references.) (BT)

ED 455 153 SO 032 032

Mpako, Nombeko

**The Making of Dolls and Figurative Clay**

**Sculpture among Black Indigenous People of South Africa.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—8p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA). (30th, Brisbane, Australia, September 21-26, 1999). Paper assisted by the Commonwealth Government through the Australia Council for the Arts.

Available from—Australian Inst. of Art Education, Melbourne., C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC, 3185, Australia.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*African Culture, \*Blacks, \*Clay, Community Involvement, Creative Expression,

Foreign Countries, \*Indigenous Populations, Informal Education, \*Sculpture

Identifiers—Artifacts, \*Dolls, South Africa

Among African cultures, the creative process is regarded as the most important because it is usually done jointly as a culturally shared communal activity. For Africans, art is normally functional and the artifacts carry more meaning when they are in use. This paper focuses on the communal making of art, rather than just the aesthetic appreciation of artifacts, in an effort to highlight this activity as an important social phenomenon among African people. The paper presents the author's own experience of making and playing with these artifacts, followed by an analysis of the interpretation of this process by other authors. It concludes with some speculations about the cultural, personal, and educational effects of the loss of this cultural activity among the present generation of the Nguni young people to which the author belongs. (BT)

ED 455 154 SO 032 033

Nalder, Glenda

**The Art of Globalism, the Culture of Difference, the Industry of Knowledge.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—10p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA). (30th, Brisbane, Australia, September 21-26, 1999). Paper assisted by the Commonwealth Government through the Australia Council for the Arts.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Cultural Context, \*Cultural Differences, Foreign Countries, \*Futures (of Society), \*Global Approach, \*Information Technology

Identifiers—Australia, Communication Links, \*Globalization

This paper speaks in terms of "globalism" rather than "globalization," of a "culture of difference" rather than of cultural difference, of an "industry of knowledge" rather than of knowing. The paper first considers the argument that new communications technologies and systems are bringing cultures together merely by forging global interconnectedness. A close examination of the way new information and communications technologies and systems (NICTS) "map" the globe demonstrates that it is not weblike and all encompassing but rather mirrors the aircraft flight paths which historically carried high-volume traffic between northern centers and ex-colonial capitals. Pointing out that concerns about cultural imperialism are already manifest in the cultural policy formulations of many nations, the paper considers Australia's National Cultural Policy Document "Creative Nation." The paper next uses the term "culture of difference," rather than "different cultures," to describe an (information economy driven) transnational culture based on an information economy which derives its particularity through the process of subsuming cultural differences. Lastly, the paper examines what exactly "knowledge industries" are. Noting that previously the critical work on cultural futures emphasized the place and work of culture as a "set of relations and practices which act upon the social, transforming it in certain ways," the paper contends that, rather than separate the goals for action through "successor" epistemological frameworks, people can work toward preferred outcomes for learning to know, to do, to live together, and to be—those appropriate to a globalizing cultural context—by identifying the strengths of "different" disciplinary and epistemological approaches and adopting a critical stance which challenges the privileging of familiar ground. (Contains 30 references.) (BT)

ED 455 155 SO 032 041

Paterson, Susan

**The Postmodernist Descending the Staircase.**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—8p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA). (30th, Brisbane, Australia, September 21-26, 1999). Paper assisted by the Commonwealth Government through the Australia Council for the Arts.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Aesthetics, \*Art Education, Art Expression, \*Art History, \*Visual Arts Identifiers—Baudrillard (Jean), Bourdieu (Pierre), Dadaism, Derrida (Jacques), \*Duchamp (Marcel), Theoretical Analysis

This paper considers the artistic and literary movement called "Postmodernism." Noting that postmodernism is intellectually grounded in the premise that its discourse must expose positions of privilege and power relations in society, the paper asks of art education, How much has the postmodern condition, a thesis of cultural relativism that denies that we can step outside of custom to judge custom, affected our domain? The paper first discusses the early 20th-century movement called "Dada" as a precursor to the postmodern condition. It explores Marcel Duchamp's "art making," when he abandoned painting and began to work with industrial or commercially produced materials that suited the expression of his ideas and his iconoclasm. Duchamp attempted to escape the realm of aesthetics, but in doing so he created a new aesthetic field. The paper then discusses the ideas of several postmodern theorists, including Pierre Bourdieu, Jean Baudrillard, Jacques Derrida, Arthur Danto, Fredric Jameson, and Robert Dixon. It contends that the notion of postmodernism as it applies to visual arts needs to be clearly defined and that the greatest danger art education faces is the inability of many educators to unravel the complexities of postmodern discourse and put into perspective its role in artistic discourse. (Contains 20 references.) (BT)

ED 455 156 SO 032 043

Prevodnik, Marjan

**How To Motivate Students Worldwide?**

Australian Inst. of Art Education, Melbourne.

Pub Date—1999-09-00

Note—7p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA). (30th, Brisbane, Australia, September 21-26, 1999). Paper assisted by the Commonwealth Government through the Australia Council for the Arts.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntley Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Art Education, Educational Research, Elementary Education, \*Exhibits, \*Foreign Countries, Inservice Teacher Education, Research Methodology, \*Student Motivation Identifiers—\*Slovenia

This paper discusses artistic and educational events that have occurred in Slovenia during the last two years, including a graphic art exhibition of children's work. The paper introduces the author's work over the past two years and tells why these artistic events have a fundamental importance for his future research and advising work. It explores some prevailing influences of art competitions that often undermine student motivation and change teachers' basic understandings of art education aims. The paper presents some details from the author's ongoing research regarding student motivation in art classes with 12- and 13-year-old students. (Contains 12 references.) (Author/BT)

ED 455 157 SO 032 044

Rasanen, Marjo

**Images and Identities.**

Australian Inst. of Art Education, Melbourne.  
Pub Date—1999-09-00

Note—8p.; Paper presented at the Annual World Congress of the International Society for Education through Art (InSEA) (30th, Brisbane, Australia, September 21-26, 1999). This paper has been assisted by the Commonwealth Government through the Australian Council for the Arts, its art funding and advisory body.

Available from—Australian Institute of Art Education, C/Suite 125, 283 Glenhuntly Road, Eisternwick, VIC 3185, Australia.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Art Education, \*Concept Formation, Constructivism (Learning), \*Cultural Context, Educational Research, Elementary Secondary Education, Foreign Countries, Interviews, Postsecondary Education

Identifiers—Finland, Identity (Psychological), \*Identity Formation, Professional Identity

This research project outlines the role of art education as a part of the professional identity of people working in different fields of art and education and explains the relationship between the productive and receptive dimensions of art education. Also, the project presents a theory on the relation between visual and verbal conceptualization. The main goal of art education is seen as the development of the learner's personal and cultural identity. The project uses an experiential-constructivist model of art learning that evolved in the wide context of visual culture. The project consists of case studies and interviews that explore the elements of identity formation. First, the project approaches the cultural and social identity of kindergarten through university students through the concept of multiculturalism and assesses the role of social background, nationality, ethnicity, gender, and different groups in producing and interpreting images. The second part focuses on the construction of an art educator's professional identity. The third dimension investigates classroom interaction from the point of view of visual conceptualization. Finnish art works from the 1980s-90s are used for assessment. (Contains 25 references.) (BT)

ED 455 158 SO 032 155

Lloa, Alicia C.

Civic Education in the States: Standards and Assessments in Civics across the Nation.

Center for Civic Education, Calabasas, CA.

Pub Date—2000-08-00

Note—44p.

Available from—Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467. Tel: 818-591-9321; Fax: 818-591-9330; e-mail: cce@civiced.org; Web site: <http://www.civiced.org/>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Standards, \*Citizenship Education, \*Civics, Comparative Analysis, Elementary Secondary Education, \*Public Schools, Social Studies, \*State Standards, \*Student Evaluation, Teacher Certification

Identifiers—Research Results

This report updates preliminary information from a 1998-1999 report, "The Civic Education of American Youth: From State Policies to School District Practices," relating to civics standards and assessments. The report states that the information found on its tables and charts was obtained from the Internet and from telephone interviews with specialists in state departments of education. Some of the data contradict information found in the earlier report. The report identifies which states have: (1) implementation dates of state standards with civic content; (2) presentation of civics content in state standards; (3) district requirements for implementation of standards; (4) existence and arrangement of testing of civics topics; and (5) state certification requirements to teach civics topics. The report provides a basic summary of civic standards and assessments for each state. (BT)

ED 455 159 SO 032 231  
Arkansas Social Studies Standards and Expectations. Revised.

Arkansas State Dept. of Education, Little Rock.

Pub Date—2000-07-00

Note—53p.; For 1997 edition, see ED 429 904. Cover title reads "Social Studies Curriculum Frameworks."

Available from—Arkansas Department of Education, 4 Capitol Mall, Little Rock, AR 72201. Tel: 501-682-4475; Web site: <http://arkedu.state.ar.us/default.htm>.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Standards, Elementary Secondary Education, \*Public Schools, \*Social Studies, \*State Standards

Identifiers—\*Arkansas, Conceptual Frameworks, Scenarios

The Arkansas social studies standards reflect the integrated field of the social studies as well as the major concepts and skills of the primary disciplines within the social studies. Five strands and numerous content standards provide a broad conceptual framework that teachers can use to organize integrated social studies units for the lower grades or discipline-based curriculum in the higher grades. Student learning expectations define what students must demonstrate that they know and are able to do by the end of the grade cluster. The expectations are designed to be cumulative and build with complexity throughout the grade level groupings. Standards are intended to be broad and general so that teachers have flexibility in addressing the varied disciplines within this area of the curriculum. The five strands of the social studies are: Time, Continuity, and Change; People, Places, and Environments; Power, Authority, and Governance; Production, Distribution, and Consumption; and Social Sciences Processes and Skills. Each strand encompasses several specific content standards; each content standard gives grade level learning expectations and lists specific skills to be attained. The framework provides classroom scenarios for grade levels K-4, 5-8, and 9-12. (Contains a glossary.) (BT)

ED 455 160 SO 032 250

South Dakota Social Studies Content Standards.

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Pub Date—1999-06-22

Note—35p.; For the Technical Guide, see ED 441 726. Adopted by South Dakota Board of Education, June 22, 1999.

Available from—South Dakota State Department of Education and Cultural Affairs, Kneip Building, 3rd Floor, 700 Governors Drive, Pierre, SD 57501-2291. For full text: <http://www.state.sd.us/deca/ContentStandards/Social/index.htm>.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Standards, Civics, Economics, Elementary Secondary Education, Geography, History, \*Public Schools, \*Social Studies, \*State Standards

Identifiers—\*South Dakota

This document presents the South Dakota Content Standards for K-12 Social Studies. The document outlines the four major areas of social studies: history, geography, civics, and economics. Standards are provided for each major area according to grade level, separately for grades K-8 and collectively for grades 9-12. Grade level standards represent the classroom learning objectives or activities that should be provided at each grade level. It lists the following courses by grade: Kindergarten: Introduction to History and People, Places, Family, and Self; Grade 1: People and Traditions in the United States; Grade 2: Historic Groups of People throughout the World; Grade 3: Early Civilizations and Community Governments; Grade 4: Study of the U.S. Regions and South Dakota Studies; Grade 5: United States History; Grade 6: World History/Ancient Civilizations; Grade 7: World Geography; Grade 8: United States History; Grades 9-12:

United States History, Geography, and Civics (Government). The document lists learning goals and rationales. (BT)

ED 455 161 SO 032 273

Davis-Johnson, Sandra P.

Seven Essentials for Character Discipline: Elementary Classroom Management.

Report No.—ISBN-0-7619-7643-4

Pub Date—2001-00-00

Note—107p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (\$21.95). Tel: 805-499-9734; Fax: 805-499-5323; e-mail: [order@corwinpress.com](mailto:order@corwinpress.com); Web site: <http://www.corwinpress.com/>.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Antisocial Behavior, \*Behavior Development, Classroom Environment, \*Classroom Techniques, Elementary Education, Interpersonal Competence, Program Implementation, \*Student Development

Identifiers—\*Character Development, \*Character Education, Learning Environment, Moral Education

Teachers and principals need help in combating antisocial behaviors in the classroom. This book shares the key components of "Essential Character Discipline," a positive behavior program designed to help students learn integrity, courtesy, loyalty, respect, perseverance, honor, and self control. The book contains the tools needed to provide an environment that leads to productivity, academic success, and learning. It covers the following topics: establishing essential character; modifying common negative behaviors; providing support for students with emotional behaviors; giving positive responses for positive behaviors; and safeguarding rights of educators, students, and parents/guardians. This field-tested, systematic program for K-5 classrooms offers master forms, parent letters, activities, and a glossary. Intended for teachers, administrators, and university educators. (BT)

ED 455 162 SO 032 274

DeRoche, Edward F. Williams, Mary M.

Educating Hearts and Minds: A Comprehensive Character Education Framework. Second Edition.

Report No.—ISBN-0-7619-7690-6

Pub Date—2001-00-00

Note—229p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (\$29.95). Tel: 805-499-9734; Fax: 805-499-5323; e-mail: [order@corwinpress.com](mailto:order@corwinpress.com); Web site: <http://www.corwinpress.com/>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Classroom Techniques, Elementary Secondary Education, Models, \*Moral Development, Program Effectiveness, \*Student Development, \*Values Education

Identifiers—Character Development, \*Character Education, \*Moral Education, Research Integration

This second edition merges new ideas in character education research with best practices in schools and districts. The book provides the most up-to-date and comprehensive framework for K-12 administrators, educators, and concerned citizens. It offers easy access to practical and proven methods supported by in-depth rationale. The book highlights the following keys for success in building an effective character education program: six sets of standards for character education; six tips for leaders; five tips to ensure reaching consensus; five classroom expectations; strategies for school culture and classroom climate; steps for developing a values curriculum; co-curricular activities; teaching principles; staff development and personnel training; and assessment. The book proposes standards, promising practices, and assessment instruments that can be personalized to fit the needs and inter-



ests of any school, student population, school district, or community. (Contains a list of resources and 106 references.) (BT)

**ED 455 163** SO 032 782

**Crosses on the Lawn: A Fox Family Channel Afternoon Special for Cable in the Classroom.** [Videotape with] a Guide for Educators.

Pub Date—2001-00-00

Note—Op.; Rhonda Lucas Donald produced the educator's guide for KIDSNET. For other videotapes and KIDSNET guides, see SO 032 780-786.

Available from—Little Eagle Productions, 10642 Santa Monica Blvd., Suite 211, Los Angeles, CA 90025 (\$49.95). Tel: 310-331-8555; Web site: <http://www.afterschoolspecials.net>. For full text: <http://www.kidsnet.org/studyguides/index.html>.

Pub Type—Guides - Classroom - Teacher (052) — Non-Print Media (100)

**Document Not Available from EDRS.**

Descriptors—\*Citizenship Education, Class Activities, \*Critical Viewing, Curriculum Enrichment, Intermediate Grades, Language Arts, Learning Activities, \*Racial Attitudes, Secondary Education, \*Social Studies

Identifiers—Media Literacy, Tolerance

"Crosses on the Lawn," the television program featured in this videotape and teaching guide, covers the causes and effects of the issues raised by racial hatred, and it reveals attempts to heal the wounds of bigotry. The fictional town of Springdale, home of the two main characters, Chaz and Chris, one white and one black, becomes a microcosm for how racial intolerance can creep into a society and rear its ugly head during times of strife. Students will be challenged to examine attitudes toward racial groups, to think critically about stereotypes, and to recognize that tolerance is needed most when times are difficult. The guide provides teachers with step-by-step strategies for using the television program, and it provides questions for pre-viewing, viewing, and post-viewing discussion, as well as activities that engage United States history and social studies, English and language arts, civics, media literacy, life skills, and music. (Contains a resource list of 7 books, 1 video, 8 organizations, and 14 Web sites.) (BT)

**ED 455 164** SO 032 794

Breslar, Zoey L.

**Harnessing the Potential of Information Technologies in Education: Finding Innovation and Adaptability in Mali and Ghana.**

Pub Date—2000-08-00

Note—105p.; Master of Arts Monograph, Stanford University.

Pub Type—Dissertations/Theses (040)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—Comparative Analysis, Comparative Education, Developing Nations, \*Educational Development, Educational Research, \*Educational Technology, Foreign Countries, \*Information Technology, Models

Identifiers—\*Ghana, \*Mali

This study is based on the premises that information technologies (IT) are essential to African development and that education systems are responsible for developing a country's human capacity to maximize those technologies. The study examines the ability of education systems in Mali and Ghana to develop the capacity to harness the potential of information technologies for African-empowered development. The condition of education and telecommunications in each country is examined in light of five conditions that indicate the existing and potential resources and intent of the systems: awareness, access, applicability, African adaptability, and importance of advocates. Evidence of these indicators is synthesized and analyzed to draw conclusions about why Malian and Ghanaian education systems can or cannot build the stipulated capacity under current conditions. A model is then recommended for how to proceed, based on the information and analysis. Areas for future research are suggested. Includes 26 notes. Contains an information sheet on acronyms, abbreviations, and defini-

tions. (Contains a figure, 8 tables, and a 111-item bibliography.) (Author/BT)

**ED 455 165** SO 032 868

**What Works? A Blast from the Past. Project Profiles from the 60s and 70s...Social Marketing, Community Media, Mass Campaigns, Interactive Radio, Gender Equity, Participation, the Media & More.**

Academy for Educational Development, Washington, DC.

Pub Date—2001-00-00

Note—283p.

Available from—Academy for Educational Development, 1825 Connecticut Avenue, NW, Washington, DC 20009-5721; Tel: 202-884-8000; Fax: 202-884-8400; e-mail: [pubsinfo@aed.org](mailto:pubsinfo@aed.org); Web site: <http://www.aed.org/>.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

**EDRS Price — MF01/PC12 Plus Postage.**

Descriptors—\*Community Action, \*Developing Nations, \*Development Communication, Foreign Countries, \*Mass Media, \*Profiles, Program Descriptions, \*Social Change

Identifiers—Academy for Educational Development, Project Innovation, \*Social Marketing

The Academy for Educational Development (AED) has been in the social marketing, communication, and participation business for some 40 years. This book profiles 82 projects carried out in the 1960s and 1970s in countries around the world. These projects were researched and documented by AED under its Clearinghouse on Development Communication. It is hoped that the book's profiles of extraordinary early experiments with social marketing, mass media, interactive radio, and participation might benefit a new generation of communication professionals. Profiles in the book describe applications to fields as diverse as basic education, child survival, family planning, agriculture, community organizing, and participatory media. The book opens with an easy-to-read index and a table of contents. Synopses of each project follow, providing a description, results, facts of note, references, target audience, objectives, media, donors/sponsors, duration, and contacts. (BT)

**ED 455 166** SO 032 869

**AED in Africa.**

Academy for Educational Development, Washington, DC.

Pub Date—2001-00-00

Note—56p.

Available from—Academy for Educational Development, 1825 Connecticut Avenue, NW, Washington, DC 20009-5721; Tel: 202-884-8000; Fax: 202-884-8400; e-mail: [pubsinfo@aed.org](mailto:pubsinfo@aed.org); Web site: <http://www.aed.org/>.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Acquired Immune Deficiency Syndrome, \*Development Communication, Educational Development, Foreign Countries, \*Geographic Regions, \*Health Programs, \*Public Health, \*Social Change, Womens Education

Identifiers—\*Academy for Educational Development, \*Africa, Social Marketing

For 30 years, the Academy for Educational Development (AED) has worked to support African development. In Uganda, Tanzania, and Botswana AED promoted some of Africa's first AIDS prevention programs. AED is funding research in Ethiopia, Tanzania, and perhaps Zambia that will target stigma and its role in AIDS prevention. Working with governments and the private sector AED has supported programs that saved millions of children from illness and malnutrition. In education, AED has pioneered work on girls education and on educational reform. Working with the Kellogg Foundation, AED is supporting the development of a regional leadership network for the countries of southern Africa, including South Africa, Botswana, Mozambique, Zimbabwe, Lesotho, and Swaziland. This booklet presents a brief overview of 35 AED projects and programs in Africa, demonstrating the breadth of technical collaboration with govern-

ments and non-governmental organizations across the continent. (BT)

**ED 455 167** SO 032 870

**Social Marketing Lite: Ideas for Folks with Small Budgets and Big Problems. Health, Education, Population, Nutrition, the Environment, Transportation, Democracy-Building, Youth Development, and Elder Care in the U.S. and around the World.**

Academy for Educational Development, Washington, DC.

Pub Date—2001-00-00

Note—165p.; Most chapters originally appeared in the "Notes from the Field" column by William Smith in "Social Marketing Quarterly."

Available from—Academy for Educational Development, 1825 Connecticut Avenue, NW, Washington, DC 20009-5721; Tel: 202-884-8000; Fax: 202-884-8400; e-mail: [pubsinfo@aed.org](mailto:pubsinfo@aed.org); Web site: <http://www.aed.org/>.

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

**EDRS Price — MF01/PC07 Plus Postage.**

Descriptors—Acquired Immune Deficiency Syndrome, \*Audience Awareness, Case Studies, \*Community Action, Educational Change, Program Design, \*Social Change

Identifiers—\*Social Marketing

This book is designed for people interested in social marketing and who do not have much money. The book is not a tool kit, or a workbook, or a guide. It is a compilation of articles about issues, themes, definitions, and case studies from social marketing. Many of the articles originally appeared in "Social Marketing Quarterly." They are low-cost suggestions about how "thinking like a marketer" can improve any program of social change. The book is divided into the following chapters: (1) "Social Marketing: An Evolving Definition"; (2) "Social Marketing: What's the Big Idea?"; (3) "Forget Messages...Think about Structural Change First"; (4) "Marketing with No Budget"; (5) "Homegrown Social Marketing—What Next?"; (6) "Branding and Brand Envy"; (7) "Social Marketing Lite: A Practical Future for a Big Idea"; (8) "Application to AIDS Prevention"; and (9) "Application to Education Reform." Each chapter contains data figures and references. Appended is an article, "Behavioral Science Theory," by Richard Windsor, Susan E. Middlestadt, and David Holtgrave. (BT)

**ED 455 168** SO 032 872

Hanlon, Eileen Lane, Amy Romano, Rose Mary

**Social Marketing Traction: A Practical Resource Book for Social Marketing.**

Academy for Educational Development, Washington, DC.

Pub Date—2000-07-00

Note—83p.; Prepared for the Office of Communication and Outreach at the National Highway Traffic Safety Administration. Developed by the Social Change Group of AED. Edited by Peter K. Mitchell and William A. Smith.

Available from—Academy for Educational Development, 1825 Connecticut Avenue, NW, Washington, DC 20009-5721; Tel: 202-884-8000; Fax: 202-884-8400; e-mail: [pubsinfo@aed.org](mailto:pubsinfo@aed.org); Web site: <http://www.aed.org/>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Advertising, \*Audience Awareness, \*Behavioral Objectives, Behavioral Science Research, Models, Public Relations, \*Social Change

Identifiers—Marketing Plans, \*Marketing Strategies, \*Social Marketing

This book is about understanding people's behavior and changing that behavior using a discipline called "social marketing." It is based on the idea that all marketing is an exchange: if you want people to change their behavior, you have to offer them something, be it security, information, an image, or a feeling of belonging. The book states that to know what to offer the audience, you need to understand what they want, not just what you think they need. The marketing approach used in the book, called the BEHAVE framework, offers a way to examine a behavior and decide what type of exchange might

be needed. The book offers many of the tools needed to make an effective campaign, from an audience segmentation tool to tips on contracting with advertising agencies. It is not meant to be an exhaustive examination of marketing, but rather a quick, practical guide to give social marketers a clear starting point. The book's first chapter, "The Basics," provides an overview of social marketing, including a description of the BEHAVE framework. In chapter 2, "Understanding Behavior," the following questions are addressed: Who is your audience? and Who do you want your audience to be? Chapter 3, "From Determinants to Strategies," asks of what action might affect a certain behavior, What perceptions guide that action? In chapter 4, "Designing an Intervention," the tactics of a marketing campaign are discussed. Chapter 5, "Creating a Marketing Plan," offers a practical way to use the BEHAVE framework when designing a marketing framework. (BT)

**ED 455 169** SO 032 873

Leibowitz, Brenda

**Education for Democracy: Some Challenges Facing Education in South Africa.**

Pub Date—2000-06-00

Note—16p.; Paper presented at the International Conference: Emerging Democracies, Citizenship and Human Rights Education (Enschede, The Netherlands, June 18-21, 2000).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Citizenship, Comparative Education, \*Democracy, \*Developing Nations, Educational Attitudes, \*Educational Development, \*Educational Policy, Elementary Secondary Education, Foreign Countries, Literature Reviews

Identifiers—\*Educational Issues, \*South Africa

A common call is for education in emerging as well as settled democracies to educate young and not so young learners to become responsible, participatory, and reflective citizens. These calls are based on the assumption that education can play a significant role in educating the youth for citizenship. In this manner education can contribute to the building of a united, peaceful, and democratic country. This paper begins by sketching in brief what education for democracy entails with reference to international and South African literature. The paper discusses several of the important policy documents and initiatives to instill this vision of education in a new democracy, namely in South Africa. Finally, it considers some of the challenges and potential advantages facing this country, with particular reference to the micro-interaction at the classroom level. (Contains 34 references.) (BT)

**ED 455 170** SO 032 875

**Makiko's New World: Activities for the High School Classroom. [Videotape with] Teacher's Guide.**

Stanford Univ., CA. Stanford Program on International and Cross Cultural Education; Illinois Univ., Champaign. Asian Educational Media Service.

Spons Agency—Japan Foundation, Tokyo. Center for Global Partnership.

Pub Date—2000-00-00

Note—Op.; Also supported by the Freeman Foundation. Guide was written by Gary Mukai and was edited by Sarah I. Barbour.

Available from—Documentary Educational Resources, 101 Morse Street, Watertown, MA 02472; Tel: 617-926-0491; Fax: 617-926-9519; e-mail: docued@der.org; Web site: <http://der.org/docued>. For full text: <http://www.aems.uiuc.edu>.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Asian Studies, \*Critical Viewing, Films, Foreign Countries, High Schools, \*Japanese Culture, \*Non Western Civilization

Identifiers—Japan, \*Japanese History, National History Standards

The film "Makiko's New World" offers U.S. high school students a unique glimpse into the latter part of the Meiji Period (1868-1912) in Japanese history.

Students have the opportunity to experience the life of one Japanese woman, Makiko, during the Meiji Period through the "lens" of her diary. The teacher's guide was developed to provide suggested activities prior to having students view the film, suggested viewing tasks, and suggested post-viewing activities. The guide contains an introduction and indicates connections to National Standards for History, objectives, and materials needed. It contains two handouts and four activity sheets, including exercises with a theater script, haiku, advertisements, and calligraphy. The guide suggests assessment procedures and follow-up activities. (BT)

**ED 455 171** SO 032 877

Cameron, Lisa A.

**The Impact of the Indonesian Financial Crisis on Children: An Analysis Using the 100 Villages Data. Innocenti Working Paper No. 81.**

United Nations Children's Fund, Florence (Italy).

Innocenti Research Centre.

Spons Agency—World Bank, Washington, DC.

Report No.—ISSN-1014-7837

Pub Date—2000-12-00

Note—31p.; For a related Innocenti Working Paper, see SO 032 878.

Available from—UNICEF Innocenti Research Centre, Piazza SS. Annunziata, 12, 50122 Florence, Italy. Tel: +39 055 203 30; Fax: +39 055 244 817; e-mail: [florence.orders@unicef.org](mailto:florence.orders@unicef.org). For Full Text: <http://www.unicef-icdc.org/publications/index.html>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Attendance, \*Child Health, \*Child Labor, Child Welfare, Childhood Needs, Developing Nations, Elementary Secondary Education, \*Financial Problems, Foreign Countries, National Surveys

Identifiers—Impact Studies, \*Indonesia

This study examines the impact of the Asian financial crisis on children in Indonesia. Data from four rounds of the 100 Villages Survey are used to examine changes in school attendance rates, child labor force participation, and health status. These data cover over 120 households in each of 100 villages around Indonesia and were collected prior to the crisis in May 1997 and three times after the onset of the crisis. Also examined are ways in which households report they are coping with the crisis. Findings show little evidence that the crisis has had a dramatic negative impact on children. School attendance dropped slightly after the onset of the crisis but has since rebounded to higher than pre-crisis levels. Fewer children are now working, although the older children who are working and are not attending school seem to be working longer hours. Comparisons of child health status indicators over time are complicated by changes in the questionnaire but appear to be relatively stable. Ongoing monitoring is necessary, however, because the impact on children may only be observed in the long run after households' financial resources have been completely depleted and several years of hardship have impacted on health. (Includes 21 notes. Contains 4 figures, 6 tables, an annex table, and 10 references.) (Author/BT)

**ED 455 172** SO 032 878

Cameron, Lisa A.

**An Analysis of the Role of Social Safety Net Scholarships in Reducing School Drop-Out during the Indonesian Economic Crisis. Innocenti Working Paper No. 82.**

United Nations Children's Fund, Florence (Italy).

Innocenti Research Centre.

Spons Agency—World Bank, Washington, DC.

Report No.—ISSN-1014-7837

Pub Date—2000-12-00

Note—42p.; For a related Innocenti Working Paper, see SO 032 877. Research support also from SMERU.

Available from—UNICEF Innocenti Research Centre, Piazza SS. Annunziata, 12, 50122 Florence, Italy. Tel: +39 055 203 30; Fax: +39 055 244 817; e-mail: [florence.orders@unicef.org](mailto:florence.orders@unicef.org). For Full Text: <http://www.unicef-icdc.org/pub->

[publications/index.html](http://publications/index.html).

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Developing Nations, Dropout Research, \*Dropouts, Economically Disadvantaged, Elementary Secondary Education, \*Financial Problems, Foreign Countries, Regression (Statistics), \*Scholarships

Identifiers—Economic Decline, \*Indonesia

This paper uses regression and matching techniques to evaluate Indonesia's Social Safety Net Scholarships Programme. The scholarships program was developed to try to prevent large numbers of children from dropping out of school as a result of the Asian financial crisis. The expectation was that many families would find it difficult to keep their children in school and drop-out rates would be high as they were during the 1980s recession. Dropouts, however, have not increased markedly and enrollment rates have remained relatively steady. The paper examines the role played by the scholarship program in producing this result. The scholarships were found to have been effective in reducing dropouts at the lower secondary school level by about three percentage points but had no discernible impact at the primary and upper secondary school levels. Also examined is how well the program adhered to its documented targeting design and how effective this design was in reaching the poor. The targeting criteria appear to have been followed quite closely, and consequently the poor received a greater than proportional share of the scholarships. Nevertheless, this did not prevent some households with high reported per capita expenditures from receiving the scholarship while many poor households missed out. (Includes 39 notes. Contains 2 figures, 5 tables, several appended figures and tables, and 23 references.) (Author/BT)

**ED 455 173** SO 032 880

Ziff, Matthew

**Space & Materials: A Second Year Design Curriculum.**

Pub Date—2001-00-00

Note—10p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Aesthetic Values, Architecture, \*Built Environment, \*Construction Materials, Curriculum Development, Design Preferences, Design Requirements, Higher Education, \*Interior Design, \*Interior Space, Space Utilization, Student Needs

Identifiers—Curriculum Theories

Design students provide a constant source of energy that moves into the mainstream of society. Their energy needs to be directed toward improving the characteristics of the built environment at every physical and economic scale of activity. Teaching design involves a broad range of decisions on how to present relevant design education content to students. This paper focuses on a design curriculum. The paper also discusses the structure of a design curriculum, considers second year design issues, ponders how to structure an investigation into the issues, examines the evolution of conceptions of space, and outlines a concept of materials. It concludes that if an educational program is going to have a chance of successfully stimulating students to create alternative environmental proposals, it must imbue them with a powerful sense of mission and a belief in the possibility of changing the pieces of the world that they encounter. (Contains a 12-item bibliography.) (BT)

**ED 455 174** SO 032 881

Ziff, Matthew

**The Problem of the Correct Answer.**

Pub Date—2001-00-00

Note—10p.

Pub Type—Opinion Papers (120)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Aesthetic Values, Architecture, Higher Education, \*Interior Design, Interior

Space, Problems, \*Student Attitudes, \*Student Development, \*Teacher Attitudes  
Identifiers—Design Methodology, \*Questions, \*Teaching Perspectives

When design teachers ask questions about design decisions, and about the works that result from those decisions, they are seeking an explanation and an evaluation of the process that led to the creation of the work. Additionally, they may seek an explanation and evaluation of the work itself, apart from development and process issues. These kinds of questions are called "design questions," and students expect that answers to the questions exist. This paper proposes that this response is not unreasonable, yet it is inappropriate, and even counterproductive to the goal of learning how to design. The paper considers the different perceptions about design and design education of students and teachers, noting that the shift from high school to a college design program is a difficult one. It contends that making a successful transition to college can only occur if students are willing to embrace a transformation in their perception of what designing and design education are all about. First is the problem of "correct" and "incorrect" as the only possible, or most desirable, answers to questions that clearly do not have correct or incorrect answers. Second is the problematic notion that there is a "correct" answer to all questions. The paper concludes that most of the interesting issues in designing human environments are qualitative, defying meaningful quantitative analysis, and they change unexpectedly, demanding that students learn to search for solutions, not merely provide them. (BT)

ED 455 175 SO 032 882

Fischer, Bob Hamburg, Dave

**Improving Student Participation in Beginning Band Programs through the Use of Effective Recruiting Techniques.**

Pub Date—2001-05-00

Note—44p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.

Pub Type—Dissertations/Theses (040)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Action Research, \*Bands (Music), Economic Factors, Intermediate Grades, \*Intervention, Models, \*Recruitment, \*Student Motivation, \*Student Participation, \*Student Recruitment

Identifiers—\*Communication Strategies, Information Strategies

This study describes a recruiting method designed to increase the number of students involved in beginning band. The targeted population consisted of fifth and sixth grade students in a growing urban community in the Midwest. Evidence for the existence of the problem included numerical data and surveys. Analysis of probable causes was evidenced by data indicating many students were not involved following previous recruitment practices. Teachers reported apathy and lack of information as possible reasons for non-involvement. A review of suggested solution strategies combined with an analysis of the problem setting resulted in the selection of three categories of intervention: communication of the recruiting process to involve student interest and parent involvement, use of peer modeling and relevant music arrangements to motivate students to enroll in the band program, and dissemination of information about and use of economic strategies designed to help students of all economic strata have an opportunity to participate in a beginning band program. The researchers based the interventions on the three major categories of communication, motivation, and economics. Communication was enhanced with meetings and letters before and after the instrument tryouts. Motivation was enhanced by increased exposure to enjoyable and familiar music performed by upper level groups. Economic solutions included low- or no-cost rentals from the school. Although the results of the intervention indicated a slight decrease in the percentage of students joining the program, classroom teachers indicated a possible reason for low participation may have been due to higher than normal percentage of "low achieving" students in the

targeted class. (Contains 3 tables and 17 references.) (Author/BT)

ED 455 176 SO 032 883

Pearson, Frances C. Collins, William R.

**Senior Student Affairs Officers' Perceptions of Campus-Based Student Religious Organizations.**

Pub Date—2001-03-00

Note—20p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (83rd, Seattle, WA, March 17-21, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Higher Education, Public Colleges, \*Religious Organizations, \*Student Organizations, Student Personnel Workers, \*Student Recruitment

Identifiers—Administrator Surveys, \*Campus Ministry, Research Suggestions

A survey was conducted of 174 senior student affairs officers (SSAOs) at public institutions in the United States concerning their perceptions of the role of campus-based student religious organizations (CbSROs) in the recruitment and retention of students. Eighty-three surveys were returned. In general, the SSAOs perceived campus-based religious organizations as moderately important in the recruitment and retention activities on their campuses. Results showed that CbSROs are more involved in recruiting activities at small schools than at large schools. The paper recommends further research on the role of campus ministries in student recruitment, satisfaction, success, and retention. Contains 2 tables and 29 references. (Author/BT)

ED 455 177 SO 032 884

Pearson, Frances C. Bruess, Brian J.

**The Gender Debate about Identity and Moral Development Continues: What about the Men?**

Pub Date—2001-03-00

Note—31p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (83rd, Seattle, WA, March 17-21, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Behavioral Science Research, \*Gender Issues, Higher Education, \*Moral Development, Psychological Studies, \*Sex Differences, \*Undergraduate Students

Identifiers—Cognitive Research, Defining Issues Test, \*Identity Formation, Student Developmental Task and Lifestyle Inventory

This study was designed to help determine whether there are gender differences in the psychological and moral development of traditional-age college students. Two hundred thirty-three first-year and graduating students were given the Student Development Task and Lifestyle Inventory (SDTLI) and the Defining Issues Test (DIT) to determine whether these gender differences exist. Results show that men scored lower than women in Principled Moral reasoning, Davidson's moral index, Academic Autonomy, and Purpose. Recommendations for practice and for research are discussed. Contains 6 tables and 57 references. (Author/BT)

ED 455 178 SO 032 886

Cuban, Sondra

**"Oh, So Lucky To Be Like That, Somebody Care": Five Case Studies of Selected Middle-Life Women Learners Seeking Care in a Literacy Program.**

Pub Date—2001-04-00

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Ethnography, \*Family Caregivers, \*Females, Feminist Criticism, Males, \*Middle

Aged Adults, Midlife Transitions, \*Student Experience

Identifiers—\*Caring, Grounded Theory, \*Hawaii, Narrative Text, Thematic Analysis

This paper problematizes the role of caring in women's persistence in literacy programs. The paper draws from the author/researcher's doctoral research, a study of 10 mid-life multi-ethnic Adult Basic Education and English as a Second Language women learners and their lifelong experiences of literacy, schooling, and learning, both inside and outside of a Hawaii literacy program. It explains that since 7 out of the 10 women left the program within a year's time, the author/researcher felt compelled to focus on this issue. The women were interviewed, and their stories were developed in the form of both case study narratives and thematic analysis comparisons. The paper presents five case studies which reveal "caring" amidst the socio-historical and cultural changes taking place in the subjects' lives. A grounded theory approach was used to gain a holistic picture of the women learners' experiences over a life time and of the strategies, internal processes, and pre-conditions of their literacy and persistence experiences. Feminist theories of care were used to highlight the women's caring activities in their families and workplaces and the literacy program. Ethnographic methods were used to uncover the women's experiences with literacy, learning, and schooling. It concludes that literacy programs can help learners persist by paying attention to their histories, their relationships, and the deeper meanings of what they say. (Contains 97 references.) (BT)

ED 455 179 SO 032 887

Marx, Sherry

**A First-Year White Teacher Working with Children of Color: An Investigation into the Meaning of "Trial by Fire."**

Pub Date—2001-04-00

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Diversity (Student), \*Educational Environment, Educational Research, Interviews, Low Income, \*Middle School Students, Middle Schools, \*Reflective Teaching, \*School Culture, Student Needs

Identifiers—Grounded Theory, \*People of Color, Teaching Perspectives, Teaching Research

The idea that a white teacher working predominantly with children of color might have problems because of the inability to understand where the students are coming from or because of racial/ethnic biases is supported in various branches of educational literature. This study investigates a first-year white teacher working in a middle school where the students were predominantly children of color. Most of the children had economic situations low enough that they received free or reduced-price lunch. Teacher and researcher met seven times during the 15-week semester for open-ended interviews. Interviews were tape-recorded and analyzed for themes and patterns through a grounded theory approach. Data and a final paper were shared with the teacher, a means of member checking that lent to the triangulation of the data and a tool for the teacher to use. Findings suggest that support services offered to the teacher by the principals and by her mentor teacher were clearly lacking in "educative" qualities. The kinds of assistance she needed—clear delineations of policies and procedures; proactive advice on classroom management; supportive, instructive listeners; and a sense of collaboration with other teachers and administrators—were unavailable. The teacher usually adored her students, but she began to resent them as the administration pressed her with rules, blame, and the threat of consequences for her students' underachievement. This teacher's case shows that even caring, self-reflective teachers who love their students can buy into deficit thinking and student-blaming when the school environment inculcates such practices. Contains 59 references. (BT)





activities in Lesotho and Madagascar accompanied by expository text. (Contains evaluation sheets and graphic organizer handouts.) (BT)

**ED 455 186** SO 032 911  
Siler, Carl R.

**Using Historical Statistics To Teach about World War II. ERIC Digest.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-2001-5

Pub Date—2001-07-00

Contract—ED-99-CO-0016

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698. Tel: 800-266-3815 (Toll Free); Fax: 812-855-0455; e-mail: ericso@indiana.edu. For Full Text: <http://ericso.indiana.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Data Analysis, High Schools, \*Historical Interpretation, History Instruction, Middle Schools, \*Modern History, Primary Sources, Social Studies, \*Statistical Data, War, \*World War II

Identifiers—ERIC Digests

World War II was a turning point in global history, an event that had a large and lasting impact on many people and places across broad areas of the earth. Compared to other wars, World War II involved the largest armed forces, the longest battle lines, the most destructive weapons, the most casualties, the most destruction of cities and other human assets, and the highest monetary expenditures. Thus, World War II deserves a prominent place in the middle and high school social studies curriculum. Using historical statistics is an often neglected but potentially fruitful way to teach about the causes, conditions, and consequences of World War II. This Digest presents a rationale for using historical statistics to teach about World War II, discusses instructional methods for doing so, and recommends World Wide Web resources to facilitate teaching and learning with statistics about World War II. (Contains 19 references.) (Author/BB)

**ED 455 187** SO 032 912  
**How Do High School Students Understand and Perceive Our Legal Culture? The Results. Law Day: Student Survey 2001.**

American Bar Association, Chicago, IL. Public Education Div.; Close Up Foundation, Alexandria, VA.

Pub Date—2001-00-00

Note—10p.

Available from—American Bar Association, Division for Public Education, 541 North Fairbanks Court, 15.3, Chicago, IL 60611-3314. Tel: 312-988-5735; Fax: 312-988-5494; e-mail: [abapub@abanet.org](mailto:abapub@abanet.org). For full text: <http://www.abanet.org/publiced/lawday/studentsurvey01.html>.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Educational Research, \*High School Students, High Schools, \*Student Attitudes, \*Student Reaction, Student Surveys, \*Television Viewing

Identifiers—Law Day, Legal Information, \*Legal Issues, \*Media Habits, Policy Issues

This paper reports on a survey conducted in 2001 by the American Bar Association, Division for Public Education of high school students who were participating in a week-long civic education program in Washington, DC, sponsored by the Close Up Foundation. The focus was twofold: first, the survey mapped the knowledge and opinions of high school students about topical legal issues of national significance, such as voting, equality and discrimination, capital punishment, and juvenile justice; second, the survey explored how students perceive the presentation and portrayal of young people on television, in particular with respect to both fic-

tional and news story lines about law, justice, and crime. A total of 730 students from 27 states fully completed an 8-page, paper-and-pencil survey. The paper discusses survey results under the following topics: "Knowledge of Legal Topics"; "Attitudes on Legal and Policy Issues"; "What do Young People Watch on Television?"; "Young People on Television: What do the Students See?"; "The Moral Capability of Youth on Television"; and "Boys, Girls, and the Media." (Contains 6 notes and 4 tables.) (BT)

**ED 455 188** SO 032 914  
Chang, Weining C.

**Psychological Education, Research and Publication in Asia.**

Pub Date—2000-08-00

Note—11p; Expanded version of a paper presented at the Annual Meeting of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Cultural Context, Faculty Publishing, Foreign Countries, \*Geographic Regions, \*Humanistic Education, Intellectual Disciplines, \*Non Western Civilization, \*Psychological Studies, \*Scholarly Communication

Identifiers—\*Asia, Asian Culture

This paper recognizes that psychology, as a formal, organized discipline researched and taught in great institutions of learning since its inception in 1879, has been a Western enterprise, whose applications and generalizations to the behaviors of people from non-Western cultural communities seem to be questionable. There is a need for developing Asian psychology, the scientific study of behaviors of Asians that are informed by the cultures of Asia. The paper proposes that research, education, and publication of psychology in Asia be based on the Asian perspective and on the culture lived by these people. These research works should be published in Asian journals for communications with researchers of the Asian and non-Asian people, and more importantly, for application and education of psychology in Asia. These Asian journals do not only address the need of Asians but would also aim at widening the narrow empirical and epistemological basis of modern psychology. Contains 18 references. (BT)

**ED 455 189** SO 032 915  
**Projects Submitted by Participants of the Fulbright-Hays Summer Seminars Abroad Program, 2000 (Poland and Hungary).**

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—2000-00-00

Note—383p; Some photographs and text will not reproduce well.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

**EDRS Price — MF01/PC16 Plus Postage.**

Descriptors—Citizenship Education, \*Curriculum Development, Curriculum Enrichment, Elementary Secondary Education, Filmographies, Foreign Countries, Music Appreciation, Social Studies, Thematic Approach

Identifiers—Catholic Church, Economic Growth, Fulbright Hays Seminars Abroad Program, Holocaust, \*Hungary, \*Poland

These curriculum projects were developed by participants of the Fulbright-Hays Seminars Abroad Program in Poland and Hungary during the summer of 2000. The following 11 projects are in the collection: "A Thematic Multicultural Interactive School Event on Poland and Hungary: Exploration and Learning for 6-to-9-Year-Olds" (Ruth Albert); "Once upon a Time in Hungary and Poland: A Unit for Upper Elementary School" (Linda F. Buzzard); "Curriculum Project" (Cheryl Daugherty); "New Models of Democracy: Applying Central European Democracy to American Civic Education" (Kathy Fagan); "The Catholic Church in Poland and Hungary: The Middle Ages and Today" (Justine Garvey); "Civil Liberties and Sovereignty in the Modern World: Constitutions and

Conventions in Europe" (Jack C. Guy); "Nationalistic Elements in the Music of Chopin, Liszt, Bartok and Kodaly" (Karen J. Hom); "A Selected Annotated Filmography of Polish and Hungarian Cinema" (David Munro); "High School Unit of Study on Post-Communist Central Europe, with an Emphasis on Poland and Hungary" (Jon Nuxoll); "Animal, Vegetable or Mineral: Understanding the New Emerging Economies of Poland and Hungary" (Dany M. Ray); and "Polish and Hungarian Voices of the Holocaust: Facing History and Ourselves" (Jessica Sciuilli). (BT)

**ED 455 190** SO 032 918

Larson, Susan Booth

**Conquistadors. Teaching Guide.**

Pub Date—2001-00-00

Note—113p.

Available from—Oregon Public Broadcasting, 7140 SW Macadam Avenue, Portland, OR 97219. Tel: 503-244-9900. For full text: <http://www.pbs.org/opb/conquistadors/teachers/teachers.htm>.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—\*Cultural Context, Curriculum Enrichment, Elementary Secondary Education, Foreign Countries, Interdisciplinary Approach, \*Latin American History, \*National Standards, Social Studies, World Views

Identifiers—Aztec (People), \*Conquistadors, Cortes (Hernan), Inca (Tribe), Mexico, South America

This teaching guide is comprised of four interdisciplinary units dealing with the expeditions of conquistadors in the New World: (1) "Cortes and the Aztecs: Different Views of the World"; (2) "Pizarro and the Incas: The 'What If's' of History"; (3) "Orellana and the Amazon: Human and Environmental Issues"; and (4) "Teaching Guide for Cabeza de Vaca: Human Rights and the Exploration of North America." The guide contains 25 lesson plans in all, each containing the appropriate grade level, an overview, objectives, related national standards, materials needed, detailed procedures, assessment recommendations, extension and/or adaptation ideas, and online resources. Handouts, ideas for activities, and discussion questions are provided. (BT)

**ED 455 191** SO 032 919  
Feuerwerker, Grace

**Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian Village in Israel.**

Report No.—ISBN-0-415-92939-3

Pub Date—2001-00-00

Note—236p.

Available from—Routledge Customer Service, Taylor and Francis Group, 7625 Empire Drive, Florence, KY 41042 (hardback: ISBN-0-415-92938-5, \$80; paperback: ISBN-0-415-92939-3, \$22.95). Tel: 800-634-7064 (Toll Free); Fax: 800-248-4724 (Toll Free); e-mail: [cserve@routledge-ny.com](mailto:cserve@routledge-ny.com); Web site: <http://www.routledge-ny.com/>.

Pub Type—Books (010) — Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors—\*Community Characteristics, Comparative Education, Cultural Context, Educational Practices, Elementary Education, Elementary School Students, Ethnography, Foreign Countries, \*Jews, Language Role, Middle Eastern Studies, \*Peace, \*Physical Environment, \*School Culture

Identifiers—Educational Issues, Israel, Palestinian Israeli Conflict, \*Palestinians, \*Peace Education

This book provides an interpretive/ethnographic inquiry into the relationship between Jews and Palestinians who live in a small cooperative community and into its two schools, which are devoted to peaceful coexistence. The village aims to create a social, cultural, and political framework of equality and mutual respect for the residents while maintaining the cultural heritage, language, and identity of each individual. The book focuses on the multidimensional relationship between autobiographical narrative, educational discourse, and the intercultural

tural quest for peaceful coexistence in the Neve Shalom/Wahat Al-Salam village school programs. The book is divided into the following chapters: (1) "An Oasis of Peace: The Village of Neve Shalom/Wahat Al-Salam"; (2) "A Community of Moral Education"; (3) "The Pedagogy of Peace: Language Awareness in the Neve Shalom/Wahat Al-Salam Elementary School"; (4) "Witnessing Trauma: The 'School for Peace'"; (5) "Portraits of Peace"; (6) "Teaching Peace: The Power of Love, Art, and Imagination"; and (7) "The Dream of Peace." Each chapter includes notes. Contains an extensive bibliography. (BT)

**ED 455 192** SO 032 920

*Campbell, Carol. Comp.*

**Classic Religious Books for Children: An Annotated Bibliography.**

Church and Synagogue Library Association, Portland, OR.

Report No.—ISBN-0-915324-44-X

Pub Date—2001-04-00

Note—55p.

Available from—Church and Synagogue Library Association, P.O. Box 19357, Portland, OR 97280-0357 (\$11 nonmembers; \$9 members). Tel: 800-542-2752 (Toll Free); Tel: 503-244-6919; Fax: 503-977-3734; e-mail: csal@worldaccessnet.com; Web site: <http://www.worldaccessnet.com/~csal>.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Annotated Bibliographies, \*Children's Literature, Elementary Education, Preschool Education, \*Reading Material Selection, \*Religious Cultural Groups, Religious Education

Identifiers—\*Board Books, \*Religious Literature, Trade Books

This annotated bibliography of religious books for children contains approximately 450 books, one-fifth of which are Judaic. The books' current availability has been verified using Web sites such as those of individual publishers, the Library of Congress, Amazon.com, or Barnes&Noble.com. New subject headings have been added, such as Kwanza, Mother's Day/Father's Day, Epiphany, Fall/Halloween/Harvest, and a special section of Board Books for the very young. Books are arranged by subject and include material for children from infants through sixth grade. Following an introduction, the bibliography is divided into these sections: "Bible"; "Old Testament"; "New Testament"; "God"; "Death"; "Devotional"; "Christian Life"; "Church"; "Worship/Denominations"; "World Religions"; "Holidays"; and "Board Books." (Contains an author index and a title index.) (BT)

**ED 455 193** SO 032 921

*Dole, Patricia Pearl. Comp.*

**Helping Children through Books: An Annotated Bibliography. 4th Revised Edition.**

Church and Synagogue Library Association, Portland, OR.

Report No.—ISBN-0-915324-45-8

Pub Date—2001-06-00

Note—39p.; For the second edition, see ED 184 582. For the third edition, see ED 316 255.

Available from—Church and Synagogue Library Association, P.O. Box 19357, Portland, OR 97280-0357 (\$10 nonmembers; \$8 members). Tel: 800-542-2752 (Toll Free); Tel: 503-244-6919; Fax: 503-977-3734; e-mail: csal@worldaccessnet.com; Web site: <http://www.worldaccessnet.com/~csal>.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Annotated Bibliographies, \*Bibliotherapy, Child Abuse, \*Childhood Needs, \*Children's Literature, Chronic Illness, Day Care, Death, Disabilities, Elementary Education, Elementary School Students, Family Problems, \*Library Collections, Older Adults,

Preschool Education, Reading Material Selection

Identifiers—\*Trade Books

Since the emphases in book publishing change constantly, this fourth revised edition has some new sections, such as ADHD, while the Substance Abuse and Gender Roles Sections have declined sharply. The bibliography's essential goal is the same as always, however: to illuminate problems children may be facing. The purpose is twofold: to help the children directly affected and to develop empathy and understanding in others. In all cases the librarian should be familiar with the contents of the titles and with the children to whom they are recommended, and often adult supervision and interpretation are necessary. Over one third of the materials listed in this bibliography appeared in the 1990 edition. Following an introduction, the bibliography is divided into two broad sections: "Everyday Problems" and "Special Problems." "Everyday Problems" contains these main themes: "Sibling Rivalry"; "New Baby"; "Understanding Old Age"; "Self-Acceptance"; "Self-Control and Conflict Resolution"; "Fears"; "Moving"; and "Day Care and Babysitters." "Special Problems" contains these main themes: "Changing Families"; "Handicaps"; "Safety and Child Abuse"; "Illness"; "Doctors, Dentists and Hospitals"; and "Death." Contains a suggested grade level for each book, an author index, and a title index. (BT)

## SP

**ED 455 194** SP 039 907

*Cennamo, Katherine S. Ross, John D.*

**Strategies To Support Self-Directed Learning in a Web-Based Course.**

Pub Date—2000-04-00

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, \*Computer Uses in Education, Higher Education, \*Independent Study, Self Efficacy, Student Attitudes, \*World Wide Web

Identifiers—\*Self Regulated Learning, Self Regulation, \*Web Sites

This study investigated techniques for supporting college students' self-regulation within a core course in child development. The course incorporated Web-based instructional elements as ancillary instruction. Regularly scheduled class meetings occurred approximately twice weekly, highlighting various presentation methods to illustrate materials offered through both the Web page and supplemental materials. The course incorporated ideas gained through a review of the literature on self-regulation and metacognition. Nine self-regulation strategies were the focus for development of the Web page (e.g., keeping records and monitoring, reviewing notes, and seeking teacher assistance). The Web site included structured activities to encourage self-directed learning, a self-assessment inventory of self-regulatory learning skills, and additional tools for planning, monitoring, and evaluating learning. Data were collected on whether students desired support for additional strategies, whether their self-regulation strategies changed over the semester, and what strategies were most effective. Overall, students wanted the site to include the capacity to monitor grades online, a goal checklist, and elaborate feedback in testing situations. Students' self-efficacy and self-regulation increased and anxiety decreased over time. The most effective learning strategies were reviewing notes, keeping records, and self-evaluating. (Contains 24 references, 5 figures, and 5 tables.) (SM)

**ED 455 195** SP 040 025

*Begg, Andy Edwards, Roger*

**Teachers' Ideas about Teaching Statistics.**

Pub Date—1999-12-00

Note—9p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, December 1-4, 1999). Contains small print.

Available from—For full text: <http://www.aare.edu.au/99pap/beg99082.htm>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, Elementary School Teachers, Foreign Countries, Higher Education, \*Knowledge Base for Teaching, Preservice Teacher Education, \*Statistics, \*Student Teacher Attitudes, Student Teachers, Teacher Competencies

Identifiers—New Zealand, \*Subject Content Knowledge, Teacher Knowledge

This research investigated notions raised in the literature about teachers' lack of statistical background and knowledge. It focused on four assumptions: elementary school teachers have a rich source of ideas about statistics from their everyday teaching experiences; they have a greater understanding of statistics than they are often given credit for; their ideas influence their teaching; and their ideas about teaching statistics are closely influenced by their ideas about teaching mathematics. Participants were 22 practicing New Zealand elementary teachers and 12 preservice teachers. Data collection included unstructured, semi-structured, and clinical interviews, surveys, and concept maps. Results indicated that all of the respondents' initial attitudes toward statistics were negative. Very few had formal training in statistics in school and had weakly developed concepts of probability, showing reliance on prior beliefs. Over 70% of the study group participants indicated they interpreted the word "average" in a general or everyday sense. They considered graphs communicative tools. Most teachers recognized the cross-curriculum nature of statistics, though most taught it as a unit of mathematics. All teachers in the study group considered statistics important for primary school children to learn. Most teachers felt reasonably confident teaching statistics. (SM)

**ED 455 196** SP 040 115

*Harris, Larry B. Gentry, Jim Benoit, Mary Jo*

**Shared Responsibility for Recruiting and Retaining Caring and Competent Teachers: Collaboration and Cooperation between a Two-Year IHE and a Four-Year IHE.**

Spons Agency—J.A. and Kathryn Albertson Foundation, Inc., Boise, ID.

Pub Date—2001-03-00

Note—10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Standards, Cooperative Planning, Educational Quality, Elementary Secondary Education, Higher Education, \*Partnerships in Education, \*Preservice Teacher Education, Student Teacher Evaluation, Teacher Collaboration

Identifiers—Idaho State University

The College of Southern Idaho, a two-year, institute of higher education (IHE), and the College of Education at Idaho State University, a four-year IHE, have joined together to create a model to ensure that aspiring teachers have the same opportunities for a quality education no matter where they complete their first 2 years. The institutions have developed a workable system for helping students meet the requirements for becoming effective beginning teachers. This model includes an articulated, standards-based curriculum for both campuses; common assessment procedures that center around the performance of candidates; resident faculty members from the four-year campus working on the two-year campus; and cooperative implementation of professional development sites in the service region of the two-year institution. One of



the most important factors in the success of this partnership is the open communication between the two parties. Administrators and faculty from both institutions meet on a regular basis. Students from the community college are viewed as equal to students on the home campus. The dean, other administrators, advisors, faculty, and others make regular visits to the community college to help develop a sense of community with the students. (SM)

**ED 455 197** SP 040 116

Dewalt, Mark W. Vare, Jonatha W. Dockery, E. Ray  
**Retaining Teacher Candidates in the New American College.**

Pub Date—2001-04-13

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cognitive Style, Educational Attainment, Elementary Secondary Education, \*Grade Point Average, Higher Education, Parent Influence, \*Preservice Teacher Education, \*School Holding Power, Student Teachers  
Identifiers—New American Schools

This study examined why students leave teacher education. It included 657 students from a comprehensive institution of higher education who took an entry-level education course in the fall or spring semester of 1998-1999 and 1999-2000. Researchers hypothesized that there would be a relationship among grade point average (GPA), scholastic assessment test (SAT) scores, and the likelihood of students remaining in teacher education. They also hypothesized that students' strength of initial commitment, learning preferences, and parents' educational level would influence their remaining in teacher education. Researchers collected data on students' high school GPA, college GPA, and SAT scores from university records. Students completed surveys which estimated initial commitment to teacher education and examined other issues. They also completed the Learning Type Measure, which assessed how they perceived and processed information. Students who did not continue in teacher education after the second semester completed brief telephone interviews. Results indicated that there was a relationship among GPA, SAT scores, and student retention in teacher education. There was also a relationship between learning preferences and retention. Students' strength of initial commitment did not predict retention. Though educational level and occupation of the mother did not predict retention, occupation of the father was a predictor. (Contains 31 references.) (SM)

**ED 455 198** SP 040 117

Shaul, Marnie E.

**Troops to Teachers: Program Helped Address Teacher Shortages. Report to Congressional Requestors.**

General Accounting Office, Washington, DC.

Report No. —GAO-01-567

Pub Date—2001-05-00

Note—18p.

Available from—U.S. General Accounting Office, P.O. Box 37050, Washington, DC 20013. Tel: 202-512-6000; Fax: 202-512-6061; e-mail: Info@www.gao.gov; Web site: http://www.gao.gov.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Alternative Teacher Certification, Elementary Secondary Education, Inner City, \*Military Personnel, Poverty, Program Effectiveness, Program Evaluation, \*Teacher Persistence, \*Teacher Shortage

This report examines the effectiveness of Troops to Teachers (TTT), which helped former military personnel become certified and employed teachers in school districts with low income populations experiencing teacher shortages. Information came from the TTT's database and from 1998 study. Profile of TTT, by the National Center for Education Information. Program officials from 10 of the 24 state offices that joined TTT completed interviews.

Researchers reviewed reports by research organizations documenting factors that could have affected program participation. Overall, 13,756 former military personnel were accepted into TTT, and 3,821 were hired as teachers from 1994-2000. These results may be low, since data are incomplete. Nearly all of those hired remained in teaching after the first year. Compared to teachers nationwide, more TTT teachers taught math, science, special education, and vocational education and taught in inner city schools and high schools. Factors such as stipends, incentive grants, economic conditions, and state initiatives may have influenced the number of people who applied to TTT and became teachers. Factors that could have decreased the number of applicants and teachers include demand for specialized workers, economic growth, and reduction in supply of applicants. (SM)

**ED 455 199** SP 040 118

Cole, Donna J. Ryan, Charles W. Serve, Paul Tomlin, James A.

**Collaborative Structures between the Colleges of Education and Human Services and Science and Mathematics.**

Pub Date—2001-06-00

Note—23p.; Paper presented at the combined Standards-Based Teacher Education Programs Conference of the American Association of Colleges for Teacher Education and the Council for Basic Education (Washington, DC, June 10-12, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, College Faculty, \*College School Cooperation, \*Educational Change, Elementary Secondary Education, Faculty Development, Higher Education, Mathematics Education, Mathematics Teachers, Participative Decision Making, \*Partnerships in Education, Preservice Teacher Education, Promotion (Occupational), Science Education, Science Teachers, Teacher Collaboration, Teacher Improvement, Tenure

Identifiers—Joint Appointments, Praxis Series, Wright State University OH

This paper presents a model for shared decision making among Wright State University's (WSU's) teacher education faculty, PreK-12 educators, and science and mathematics faculty in preparing quality teachers. The model involves over 430 representatives from PreK-12 schools, businesses, human service agencies, WSU, and the military who provide input on changes needed to improve collaborative preservice education. The concept of simultaneous renewal for PreK-12 teachers and teacher educators is an essential component of the effort. WSU has formally established partnership school sites with local schools. Classroom teachers, school administrators, arts and sciences faculty, education and human services faculty, and community representatives are integral collaborators in the ongoing renewal process. All partners are actively involved in professional development activities and an advisory structure. Partnership goals emphasize moving the agenda of both parties forward. WSU has recently appointed six joint faculty to the Department of Teacher Education, with partial assignment to the College of Science and Mathematics. They, and regular College of Science and Mathematics faculty and inservice teachers, form the nucleus of a science education team intended to ameliorate institutional barriers that impede inter-collegial collaboration. The paper discusses issues related to promotion and tenure discussed within this collaboration. (Contains 22 references.) (SM)

**ED 455 200** SP 040 119

Flowerday, Terri Bryant, Miles

**Instructional Choice in Rural Classrooms.**

Pub Date—2001-04-00

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, Elementary Secondary Education, Participative Decision Making, \*Rural Schools, Student Behavior, \*Student Centered Curriculum, \*Student Empowerment, \*Student Participation, Teacher Attitudes

Identifiers—\*Student Initiated Activities

This paper reports the results of a survey study of the perceptions of a small sample of teachers about the benefits of providing students with instructional choice. Instructional choice was defined as a conscious decision of the teacher to grant the student some degree of control over either the content or the activity of learning. Teachers in the study were selected because each was a participant in the Annenberg Rural Challenge, a rural reform initiative that promoted project and place based learning. Using an instrument developed to gauge teacher perceptions of instructional choice, the researchers found that this group of rural educators favored the provision of instructional choice as a mechanism for improving learning. The teachers also saw instructional choice as a positive factor in reducing disciplinary problems. The authors conclude that reform efforts to standardize curricula in the public schools should be mindful that provisions for instructional choice may still be perceived by many teachers as a valuable tool in instructional practice. (Contains 27 references and copy of survey.) (Author/SM)

**ED 455 201** SP 040 123

Vinson, Kevin D. Ross, E. Wayne

**Education and the New Disciplinary: Surveillance, Spectacle, and the Case of SBER.**

Pub Date—2001-04-00

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Standards, \*Accountability, Educational Change, Educational Quality, Elementary Secondary Education, High States Tests, Public Education, Quality Control, Student Evaluation

Identifiers—Foucault (Michel)

This paper pursues the evolving relationships between Foucauldian understandings of surveillance (the disciplinary observation of the many by the few) and Deleuzian notions of spectacle (the disciplinary observation of the few by the many). It argues that education today must be understood according to a setting in which spectacle and surveillance come together, where discipline is established and maintained simultaneously as people and groups are monitored by both larger and smaller entities. The paper considers the mutual relationships between images of public schooling and operations of high-stakes testing, particularly regarding the degree to which both work to enforce, control, and discipline cultural knowledge and behavior. Using the contemporary commitment to standards-based education reform (SBER), the paper questions: (1) To what extent might contemporary K-12 education be understood in terms of a blending of surveillance and spectacle, and to what benefit? (2) Within what contexts and via what mechanisms does this merging occur? (3) What are the potential practical consequences of this arrangement? and (4) How might SBER illuminate the fusion of surveillance and spectacle in terms of causes, effects, contexts, mechanisms, consequences, critiques, and resistances? (Contains 62 references.) (SM)

**ED 455 202** SP 040 124

Vinson, Kevin D.

**Pursuing Image: Making Sense of Popular Pedagogical Representations.**

Pub Date—2001-04-00

Note—58p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (Seattle, WA, April 10-14, 2001).  
 Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Academic Standards, Educational Change, Elementary Secondary Education, \*Imagery, Mass Media Effects, Popular Culture  
 Identifiers—Bakhtin (Mikhail), Barthes (Roland), Boorstin (Daniel), \*Image Theory, McLuhan (Marshall)

This paper explores contemporary pedagogical images and considers various mechanisms by which educational researchers might investigate their complex meanings. More specifically, it works to: (1) define image; (2) contextualize the construction (re)production, maintenance, manipulation, and consequences of pedagogical images; (3) suggest theoretical frameworks with which pedagogical images might be investigated (including those offered by Bakhtin, Barthes, Boorstin, and McLuhan); (4) apply those frameworks to particular examples of pedagogical image (including a cartoon, a set of newspaper headlines, and a film); and (5) discuss various possible meanings and areas of significance with respect to the pursuit of pedagogical images. The paper concludes by indicating the need for further research and by reminding scholars of the contemporary importance of (and access to) popular culture and technology, as well as seeing and being seen. (Contains 69 references.) (SM)

**ED 455 203** SP 040 125

*Campoy, Renee W.*

**A Professional Development School Partnership: Conflict and Collaboration.**

Report No.—ISBN-0-89789-705-6

Pub Date—2000-00-00

Note—149p.

Available from—Bergin & Garvey, an imprint of Greenwood Publishing Group, Inc., 88 Post Road West, Westport, CT 06881 (\$67). Tel: 800-225-5800 (Toll Free); Web site: <http://www.greenwood.com>.

Pub Type— Books (010) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—College Faculty, \*College School Cooperation, Educational Change, Elementary Education, Elementary School Students, Elementary School Teachers, \*Faculty Development, Higher Education, \*Partnerships in Education, Preservice Teacher Education, \*Professional Development Schools, Student Attitudes, Teacher Attitudes, Teacher Improvement

Identifiers—Reform Strategies

This book describes complex issues involved in an elementary Professional Development School (PDS) partnership. Section one presents contextual information on the nature of the PDS phenomenon. It includes three chapters: (1) "Introduction and PDS as a Reform Initiative"; (2) "Methodology of the Case Study"; and (3) "Context of the PDS." This section describes two partnership institutions and participants comprising the investigation. The section emphasizes foreshadowed problems, which are the primary tool used by researchers to guide investigation and analyze findings. Each of the foreshadowed problems is analyzed according to different aspects of partnership implementation. The second section includes: (4) "Partnership Development"; (5) "University Student Benefits"; (6) "Elementary Student Benefits"; (7) "Teacher Development Issues"; (8) "University Faculty Development Issues"; (9) "Institutionalization of the Partnership"; and (10) "Summaries, Generalizations, and Lessons Learned." The degree of satisfaction experienced by PDS participants varied greatly by group. Elementary students consistently reported the highest degree of satisfaction, and university faculty reported the lowest degree of satisfaction. University students reported many benefits along with some suggestions for improvement. Classroom teachers reported a mixture of advantages and disadvantages of working in a PDS and made many suggestions for change. (SM)

**ED 455 204** SP 040 127

*Bembenutty, Hefer*

**Self-Regulation of Learning in the 21st Century: Understanding the Role of Academic Delay of Gratification.**

Pub Date—2001-04-00

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, College Students, \*Delay of Gratification, Goal Orientation, Higher Education, \*Self Efficacy, \*Student Motivation

Identifiers—\*Self Regulated Learning, \*Self Regulation

This study examined college students' motivational tendencies as predictors of academic outcomes and tested how students' goal orientations and academic delay of gratification mediated these associations. The study used data, previously analyzed in 1999, on academic delay of gratification, personal achievement goal orientations, self-efficacy, test anxiety, demographics, time dedicated to studying, and college grade point average. The results show that students' task goal orientation and academic delay of gratification mediate the relationship between self-efficacy and the time students dedicate to study. These results are considered under the umbrella of Zimmerman's cyclical model of self-regulation, which posits that learners engage in sustaining cognition, behavior, and emotions to pursue academic goals and intentions. The findings are also consistent with Mischel's self-regulatory approach, which assumes that effective delay of gratification is a function of motivation and voluntary postponement of immediate gratification in order to pursue later outcomes. The results demonstrate that students who have high self-efficacy are engaging in academic tasks for the sake of learning and mastering work, delay gratification and persist longer in goal directed study time. Implications for education and future research are discussed. Appended are: sample items from the Academic Volitional Strategy Scales and from the Patterns of Adaptive Learning Survey, Test Anxiety, Self-Efficacy and Reliability Cronbach Alphas. (Contains 39 references, 2 tables, and 2 figures.) (SM)

**ED 455 205** SP 040 128

*Nuthall, Graham*

**Understanding What Students Learn in School.**

Pub Date—2000-12-00

Note—74p.; Paper presented at the Annual Meeting of the New Zealand Association for Research in Education (Hamilton, New Zealand, November 30-December 3, 2000). Data comes from the Project on Learning funded by the three year grant from the Marsden Fund.

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Class Activities, Classroom Environment, Cognitive Processes, Elementary School Science, Elementary School Students, Foreign Countries, Intermediate Grades, Interpersonal Competence, \*Science Activities, Science Instruction, \*Social Studies, \*Student Participation, Teacher Expectations of Students, Teacher Student Relationship

This article is about the relationship between teaching and learning. It is based on data from the Project on Learning, in which the experiences of individual students during science and social studies units in 5th and 6th grade classrooms are related to what they learn from these units. Activity theory is used to identify what determines how students participate in classroom learning activities. Typical science and social studies activities have four components: instructions, carrying out the activity, writing a report, and discussing the results. Student participation in classroom activities is a function of how they manage their participation in four interacting systems: the instruction-evaluation system, the peer interaction system, the student's internal

cognitive-emotional processing system, and the physical resource system. An example of a typical science activity is used to illustrate how these systems shape student participation. The paper argues that the internalization of the structure and processes of classroom activities shapes the development of learning processes and cognitive abilities. Appended are categories of behavior in group activities and four figures. (Contains 56 references and 8 tables.) (Author/SM)

**ED 455 206** SP 040 129

*Silva, Diane Yendol*

**Moral Features of Mentoring in an Urban Context.**

Pub Date—2001-04-00

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Beginning Teacher Induction, Beginning Teachers, Context Effect, Elementary Secondary Education, \*Mentors, Moral Values, Teacher Responsibility, \*Urban Schools

This study explored the moral features of mentoring that emerged when mentors in the Arc Mentoring Program (AMP) worked with new teachers in a challenging, high needs urban context. The AMP is committed to retaining new teachers, supporting their professional growth, and acting as a catalyst for enhancing the school's professional culture. AMP mentors are available to teachers 3.5 days per week in their schools. Researchers collected qualitative data over 16 months, using observation, focus group interviews with all AMP mentors, individual interviews with 3 AMP mentors, an ethnographic report, and analysis of AMP documents. Three assertions emerged during data analysis. The first recognized how context influenced the curricular, relational, and political choices that mentors made in working with new teachers. The second highlighted the shared responsibility mentors felt for new teacher success and the differing conceptions of success and survival held by those teaching in urban schools. The third described the moral and intellectual features of mentoring within the AMP as fused in both the means and ends of mentoring. Appended are: Core Beliefs of AMP Mentors, AMP Program Goals, Arc Mentoring Program Shared Practices, and General Conditions of the AMP. (Contains 11 references.) (SM)

**ED 455 207** SP 040 131

*Singer, Judith Smith, Sally*

**Text and Context: Using Multicultural Literature To Help Teacher Education Students Develop Understanding of Self and World.**

Pub Date—2001-04-00

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Black Students, \*Childrens Literature, Consciousness Raising, Cultural Relevance, \*Diversity (Student), Elementary Secondary Education, Group Discussion, Higher Education, Homosexuality, \*Multicultural Education, One Parent Family, Preservice Teacher Education, Racial Attitudes, Student Teacher Attitudes, Student Teachers

This study compares the responses of black and white preservice teachers as they engaged about a young adult novel which addressed racial and sexual diversity. Student teachers used young adult literature with protagonists from diverse backgrounds as one means of coming to understand and value children of all backgrounds. Small groups met to discuss one book which was written by a black author, depicting the close relationship between a strong, self-assured black woman and her teenaged son. The book also addresses issues of homosexuality and interracial relationships. Data collection involved student reading journals and researcher

observations of group discussions. Two themes emerged: finding oneself in a text (moving from margins to center) and becoming the other (moving from center to margins). Within these two themes, there were several categories: recognition of the author's purpose or values, response to being black in a white world, and response to being gay in a heterosexual world. The black teacher education students found themselves in their reading of the book, finding space to reflect on who they were and to release their own stories. The white teacher education students reflected that in their reading of the book they felt they needed to find a way in, but they generally remained looking in from outside. (Contains 26 references.) (SM)

ED 455 208

SP 040 132

Judson, Eugene Sawada, Daiyo

**Tracking Transfer of Reform: Tracking Transfer of Reform Methodology from Science and Math College Courses to the Teaching Style of Beginning Teachers of Grades 5-12. Technical Report.**

Arizona State Univ., Tempe, Arizona Collaborative for Excellence in the Preparation of Teachers.

Report No. — ACEPT-TR-PRG01-2

Pub Date—2001-03-00

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teachers, Change Strategies, \*Educational Change, Elementary Secondary Education, Higher Education, \*Mathematics Education, Mathematics Teachers, Preservice Teacher Education, \*Science Education, Science Teachers, \*Teaching Styles Identifiers—\*Reform Efforts, Reform Strategies

The purpose of this study was to determine whether reformed science and math courses at community colleges and universities were impacting education majors as they began a teaching career. The reformed courses, in contrast to typical lecture classes, implemented inquiry-based methods that emphasized deep understanding of fundamental science and math concepts. Trained evaluators, utilizing the Reformed Teaching Observation Protocol (RTOP) gathered a total of 86 classroom observations to gauge the level of reform that beginning teachers (1-3 years teaching experience) were implementing in grades 5-12. The preservice experience of the beginning teachers varied from having had zero to four reform courses. Results indicated that teachers who had completed reform college courses instructed in a significantly more reformed manner. Furthermore, analysis of years of teaching experience revealed that, while both control and experimental groups achieved higher RTOP scores as they progressed from year to year, the experimental group significantly outpaced their counterparts. Appended are Points of Interest on the Graph. (Contains 15 references and 6 tables.) (Author/SM)

ED 455 209

SP 040 133

Ross, Flynn

**So What Type of Teachers Are They? Graduates of a PDS Teacher Preparation Program 3-6 Years Later.**

Pub Date—2001-04-00

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, \*College School Cooperation, Elementary Secondary Education, Higher Education, Mentors, Partnerships in Education, Preservice Teacher Education, \*Professional Development Schools, Teacher Attitudes

This study examines one outcome of the Professional Development School (PDS) model - the preparation of beginning teachers - documenting the relationship between participation in a PDS teacher

preparation program and subsequent teaching practices. Five graduates of one PDS program who had taught for 3-6 years in non-PDS K-12 schools completed four interviews each and were observed in their classrooms. The interviews elicited narrative stories of practice, and these practices were compared to a matrix of characteristics of learning-centered teaching practices gleaned from the literature. The interviews focused on perceived influence of the PDS experience on subsequent teaching practices and the subsequent contextual factors that influenced their teaching practices. Overall, graduates reported that their experiences in the PDS program were strong and positive. They consistently reported five important elements: quality of mentoring, excellent models of teaching, involvement of the whole school, connections between coursework and classwork, and support of the cohort structure. Consistent emergent themes included the influence of their life histories on their perceptions of the PDS program, leadership, building connections with parents, teachers as change agents, and raising expectations as professionals in their schools. Appendix includes Characteristics of Learner-Centered Practices from the Literature. (Contains 35 references.) (SM)

ED 455 210

SP 040 134

Gimbert, Belinda G.

**Learning To Teach: The Lived Experience of Being an Intern in a Professional Development School.**

Pub Date—2001-04-00

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—College School Cooperation, Elementary Secondary Education, Field Experience Programs, Higher Education, \*Internship Programs, Learning Strategies, \*Preservice Teacher Education, \*Professional Development Schools, \*Student Development, Teacher Role, Teacher Student Relationship, Teaching Skills

Identifiers—Teacher Knowledge

This study explored the experiences of six preservice teachers who participated as interns in a Professional Development School (PDS), examining how they understood and made sense of their experience of learning to teach in a PDS context. Researchers used a phenomenological case study with narrative inquiry, collecting data from interviews, field notes, documents, journals, and Web-based portfolios over 12 months. Analysis of the data indicated that interns portrayed learning to teach as two distinct yet connected processes: (1) learning about teaching and learning how to teach and (2) learning about how to be a teacher. Within these two processes, there were three main themes: unlocking practitioners' knowledge and skills, thinking and doing, and understanding how children think and learn. As respondents learned about how to be a teacher, six themes emerged: shaping a transitory teacher identity, negotiating the college student role and PDS intern role in the school-university partnership, building teacher expectations, establishing community relationships, fostering home and school relationships, and exploring ownership of the curriculum. (Contains 75 references.) (SM)

ED 455 211

SP 040 135

Gimbert, Belinda G.

**The Power of Multiple Mentoring in the Context of a Professional Development School: E pluribus Unum - Out of Many, One.**

Pub Date—2001-04-00

Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—College School Cooperation, Elementary Secondary Education, Field Experi-

ence Programs, Higher Education, \*Internship Programs, \*Mentors, Parent Teacher Cooperation, Peer Relationship, \*Preservice Teacher Education, \*Professional Development Schools, Student Teacher Attitudes, \*Student Teacher Supervisors, Supervision, Teacher Student Relationship

This phenomenological case study explored how preservice teachers in a Professional Development School (PDS) internship program experienced supervision. It examined how the interns portrayed and interpreted practices that emerged from the PDS context, how they understood supervision, what the process looked like from their perspective, and what impact this had on their individual and collective sense making of learning to teach within a PDS. Data came from participant observation, field notes, document analysis, and six semi-structured individual interviews. The image of multiple mentoring was used as a heuristic for presenting the interns' understanding of both their formal and informal supervisory practices. There were multiple mentors with whom the PDS interns developed mentoring relationships, including mentor teachers, PDS associates (a restructured role that replaced the traditional university supervisor), children, peer interns, administrators, other school professionals, and parents. Through the year-long internship, interns experienced multifarious supervisory practices which included reflective journaling, guided observations, classroom data collection, supervisory conferences, goal setting plans, triad evaluative conferences, informal intern building gatherings, weekly intern seminar meetings, teacher research projects, and development of Web-based intern portfolios. (Contains 56 references.) (SM)

ED 455 212

SP 040 136

Mathers, Judith K. King, Richard A.

**Teachers' Perceptions of Accountability.**

Pub Date—2001-04-00

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Accountability, Elementary Secondary Education, State Standards, Teacher Attitudes, \*Teacher Responsibility

Identifiers—Colorado

This study examined Colorado teachers' perceptions of internal and external accountability. K-12 teachers in large, medium, and small school districts completed surveys that asked about the degree to which they perceived they were accountable for specific items in their classroom and building and the degree to which they perceived themselves to be accountable to specific people or groups. Overall, teachers viewed accountability from a primary focus on self from within the isolated classroom environment more so than from the external accountability of the state performance based accountability system (PBAS). Although their highest sense of accountability was to themselves, they were nearly equally accountable to their students. Teachers felt more accountable for items under their direct control (e.g., curriculum, learning climate, and student achievement) than items they might influence but not control (e.g., parent involvement and student attendance). Teachers felt more accountable for items in the classroom than for those same items in the building. Teachers favored indicators in a PBAS that did not influence their behavior and were less in favor of influencing ones that would influence behavior. Teachers' perceptions of accountability did not depend on demographic characteristics. (Contains 28 references and 8 tables.) (SM)

ED 455 213

SP 040 137

Brazil, Robert D.

**The Engineering of the Paideia Proposal: The First Year.**



Pub Date—1988-00-00

Note—164p; Foreword by Frederick A. Rodgers.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—\*Discussion (Teaching Technique), Educational Philosophy, High Schools, Principals, Program Development, Program Evaluation

Identifiers—Chicago Public Schools IL, \*Paideia Proposal

This book describes the implementation of the Paideia program at Chicago's Sullivan High School in 1984. The Paideia program advocates quality education for all students and involves didactic teaching, coaching, and Socratic questioning of guided discussion. Its goal is to prepare students to earn a living, to prepare citizens for duties in a democracy, and to prepare students for lifelong learning. The Paideia graduating class at Sullivan High School completed a chosen curriculum of 4 years of a foreign language, basic computer classes, and 4 years of math, science, social studies, and English. Class periods were longer, and students were encouraged to participate in class discussions. This book's seven chapters include: (1) "The Engineering of the Paideia Proposal" (the philosophy and objectives of Sullivan High School); (2) "Faculty Selection and Re-Education" (student selection, programming, the all-school semester, and the all-school assembly); (3) "Classroom, Coaching and Community" (classroom visitation, coaching, and parent/community involvement); (4) "Program Evaluation"; (5) "Summary and Recommendations"; (6) "The Paideia Diary: The Administrative Notebook"; and (7) "Appendix" (bibliography, principal operants, the Carnegie grant proposal, the Chicago Summer Institute, and the Department of Research and Evaluation). (SM)

ED 455 214 SP 040 138

Brazil, Robert D.

A Covenant for Change: The Paideia Manual. A Guide to the Re-Training of America's Teaching Force.

Pub Date—1990-00-00

Note—248p; Foreword by Frederick A. Rodgers.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC10 Plus Postage.

Descriptors—\*Educational Change, Elementary Secondary Education, \*Faculty Development, Inservice Teacher Education, Teacher Improvement

Identifiers—Chicago Public Schools IL, \*Paideia Proposal

This book focuses on the use of the Paideia Proposal to retrain America's teaching force, thus improving education. It is based on experiences operating the Paideia program at Sullivan High School in Chicago. It begins with an interview with the director of the Urban School Improvement Project at the University of Illinois about staff development and the Paideia Proposal. Next it presents a paper, "The Paideia Program of Educational Reform" (James Moses) and an abstract of a paper by Sullivan High School's principal, "The Program: The Engineering of the Paideia Program" (Robert D. Brazil). Five chapters include (1) "Thoughts on Paideia"; (2) "Development of Personnel"; (3) "On-Site Inservice"; (4) "Related Literature"; and (5) "A Merging of Philosophies: The Next Steps." Finally, there are seven appendices: Sullivan High School Paideia Program 1990-1991 through 1993-1994; the Paideia Institute of Hyde Park Weekend Immersion Retreats, Fall 1991-Spring 1992; An Overview of Selected Readings for Seminars in English, History and Science in the Sullivan High School Curriculum; Two Year Reports on the Paideia Proposal in Chicago, the Department of Research and Evaluation; Principal Operants; Board of Education of the City of Chicago; and School Improvement Plans. (SM)

ED 455 215 SP 040 139

Landsman, Julie

A White Teacher Talks about Race.

Report No.—ISBN-1-57886-013-X

Pub Date—2001-00-00

Note—160p.

Available from—Scarecrow Press, Inc., 4720

Boston Way, Lanham, MD 20706 (\$22.95). Tel: 800-462-6420 (Toll Free); Web site: http://www.scarecrowpress.com.

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—\*Cultural Awareness, Cultural Differences, Culturally Relevant Education, \*Diversity (Student), High Schools, Minority Group Children, Poverty, \*Racial Bias, Teacher Student Relationship

Identifiers—\*White Teachers

In this book, a veteran teacher examines a typical day of teaching and reflects on her work with high school students from a variety of cultures, speaking honestly about issues of race, poverty, institutional responsibility, and white privilege by describing her experiences in the classroom. Throughout the day, she encounters bigotry, deals with questions of racial identity, and finds cultural conflict within the school. Through the eyes of this white teacher, the book highlights the complexities of teaching in today's society. The 17 chapters are: (1) "Before School: What I Bring"; (2) "Waiting for the First Hour"; (3) "First Hour: Recognizing Oneself"; (4) "Second Hour: History and Literature"; (5) "Third Hour: Student Voices as the Center of the Class"; (6) "Lunch Hour: Students' Lives"; (7) "Fourth Hour: Connections"; (8) "Interlude: Twenty-Four Seven"; (9) "Fifth Hour: Representing"; (10) "My White Power World"; (11) "Sixth Hour: Expectations"; (12) "After School: Training Teachers"; (13) "At Night: Community"; (14) "Living in Different Worlds"; (15) "Celebrations at School"; (16) "Celebrations at Home"; and (17) "Resistance: The Power of White Activism." (SM)

ED 455 216 SP 040 141

Implementing the Recommended High School Program as the Minimum Graduation Requirement: A Study of the Need for Teachers.

Texas Education Agency, Austin; Texas State Board for Educator Certification, Austin.

Pub Date—2001-01-00

Note—33p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Beginning Teacher Induction, Distance Education, \*Graduation, Higher Education, Preservice Teacher Education, Secondary School Teachers, \*Teacher Certification, \*Teacher Supply and Demand

Identifiers—\*Texas

This report describes a recommended high school program which requires that students take specific courses for graduation, including credits in the core subject areas, in foreign languages, and in other areas. One relevant issue of concern is the availability of certified teachers in specific subject areas. The report focuses on: current course requirements and graduation plans; projected areas of most need; review of certification requirements; projected need for teachers in specific subject areas: Public Education Information Management System (PEIMS) data analysis; projected need for teachers in specific subject areas: Texas A&M survey; cost estimates; available and projected certified teachers; production, employment, and attrition; employed teachers who are uncertified; projected production needed; efforts to address shortages; Texas Beginning Educator Support System; distance learning and dual credit; other significant issues related to this study; and strategies to address teacher need. Nine appendixes present course requirements at the secondary level; Texas state graduation requirements; campuses not offering the recommended high school program, 1999-00; number of students completing the course, 1999-00; assumptions and related notes; related nonrequired courses; excerpt from Regional Teacher Supply and Demand Study, 1999-00; course completions through distance learning, PEIMS 1999-00; and course completions through dual credit, PEIMS 1999-00. (SM)

ED 455 217 SP 040 142

Rajuan, Maureen

Proposal for Professional Development Schools.

Pub Date—2001-02-00

Note—11p; Paper presented at the International Online Conference for Teacher Educators; "Opening Gates in Teacher Education" (The Mofet Institute, Tel Aviv, Israel, February 12-14, 2001.)

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, Elementary Secondary Education, \*English (Second Language), Foreign Countries, Higher Education, Partnerships in Education, Preservice Teacher Education, \*Professional Development Schools, Second Language Instruction, \*Student Teachers

Identifiers—Israel

This paper discusses the reluctance of Israeli inservice teachers to assume the role of mentor to student teachers in their classrooms, proposing an alternative Professional Development School (PDS) model as a starting point for rethinking ways to recruit teachers into this role. In this model, two student teachers assume full responsibility for 1 hour per week of English instruction in each class of a given grade level. The hour of instruction is built into the regular school schedule and becomes an integral part of it. The content of instruction is jointly negotiated with the English language teaching staff headed by the department coordinator and other interested key personnel in the school system. Student teachers are also required to observe English language teachers and other teachers on a regular basis and actively participate in classroom activities. Advantages of this model include: added teaching hours for participating schools; assistance by student teachers in tutoring classroom students, grading papers, and working with individuals; student teacher autonomy in their classrooms without fear of evaluation by school personnel; and alternative teacher figures for classroom students. (SM)

ED 455 218 SP 040 143

Winters, Clyde A.

Brain Based Teaching: Fad or Promising Teaching Method.

Pub Date—2001-04-13

Note—26p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Cognitive Processes, Elementary Secondary Education, \*Learning Disabilities, \*Special Education, Teaching Methods

Identifiers—\*Brain Based Learning, Neurosciences

This paper discusses brain-based teaching and examines its relevance as a teaching method and knowledge base. Brain-based teaching is very popular among early childhood educators. Positive attributes of brain-based education include student engagement and active involvement in their own learning, teachers teaching for meaning and understanding, and teachers immersing students in complex learning experiences. Educators who advocate brain-based teaching focus on cognitive teaching methods, using findings from the neurosciences. Since researchers focus their interest on early education because of the rapid development of synapses during the early years, brain-based teachers hope to develop learning experiences and an enriched environment that can stimulate synaptic growth. Special educators recognize the potential of discoveries within neuroscience for special education instruction. Various instructional approaches have proven beneficial for children with learning disabilities. Research shows that direct and cognitive intervention strategies can remediate learning problems among students with learning disabilities. Research also shows a correlation between neuroscience and brain based education, highlighting three facts: the brain learns best through repetition, the emotionality of an experience influences retention, and the plasticity of the brain allows instructors the possibility of improving student memory. (Contains 49 references.) (SM)

ED 455 219 SP 040 146

Strong, Richard W. Silver, Harvey F. Perini, Matthew

**J. Teaching What Matters Most: Standards and Strategies for Raising Student Achievement.**

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-518-1

Pub Date—2001-00-00

Note—145p.

Available from—Association for Supervision and Curriculum Development, 1703 North Beauregard Street, Alexandria, VA 22311-1714 (\$22.95). Tel: 800-933-2723 (Toll Free); Fax: 703-575-5400; e-mail: member@ascd.org; Web site: <http://www.ascd.org>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Academic Standards, Curriculum Development, Diversity (Student), Elementary Secondary Education, Inquiry, Problem Solving, Student Evaluation, Teaching Methods, Thinking Skills Identifiers—Authentic Learning, Challenge, Reflective Thinking

This book offers four standards designed to help students meet the various standards dictated by states, regions, and districts. The book is divided into four sections, one for each of the four standards: rigor, thought, diversity, and authenticity. Each section contains three chapters. The first chapter in each section introduces the standard and provides a definition in action, showing what the standard looks like in various classroom and school settings. The second chapter in each section introduces the learning strategies that can help students meet that standard. The concluding chapter in each section maps out the assessment practices that teachers can use to understand student needs as they work toward these standards. The book's final section discusses how a whole school can become responsible for student learning, providing three practical strategies from the lives of schools, showing how teachers and administrators have organized schools so that they are focused on the goal of teaching what matters most. An appendix presents various teaching strategies organized by instructional purpose. (Contains 83 references.) (SM)

**ED 455 220** SP 040 147

Lapsley, Daniel K. Daytner, Katrina M.

**Indiana's "Class Size Reduction" Initiative: Teacher Perspectives on Training, Implementation and Pedagogy.**

Spons Agency—Indiana State Dept. of Education, Indianapolis.

Pub Date—2001-04-00

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Class Size, Grouping (Instructional Purposes), \*Paraprofessional School Personnel, Primary Education, \*Small Classes, Teacher Attitudes, \*Teacher Student Ratio, Teaching Methods

Identifiers—Indiana, Project Primetime

Prime Time is a funding mechanism that allows Indiana school corporations to hire instructional assistants for K-3 classrooms with large enrollments. The goal is the establishment of a favorable student-teacher ratio. In the first evaluation of this program, researchers conducted a stratified random cluster survey of 680 K-3 teachers from across Indiana. In addition to soliciting descriptive information about teacher and aide characteristics, the researchers wanted to determine how teachers typically used aides, how often aides were present in eligible classrooms, and whether teachers with aides altered grouping and instructional practices. Results showed that the presence of instructional assistants was associated with certain teacher grouping and instructional practices. Aides were typically present every day in eligible Prime Time classrooms, although they were often shared among classrooms, making them unavailable for the entire instructional day in any given classroom. Teachers

indicated that aides required them to greatly alter their teaching strategies in positive ways, and that Prime Time costs were well justified. The researchers conclude that the "Prime Time strategy" of providing teachers with aides may be as promising a way of encouraging pedagogical best practices as reducing class size. (Contains 15 tables.) (SM)

**ED 455 221** SP 040 149

Wood, Alexander T. Anderson, Carol H.

**The Case Study Method: Critical Thinking Enhanced by Effective Teacher Questioning Skills.**

Pub Date—2001-06-00

Note—12p.; Paper presented at the Annual International Conference of the World Association for Case Method Research & Application (18th, Lund, Sweden, June 17-20, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Case Method (Teaching Technique), \*Critical Thinking, Discussion (Teaching Technique), Elementary Secondary Education, Ethics, Inquiry, Metacognition, \*Questioning Techniques, Teaching Methods, \*Thinking Skills

A diverse body of educational research provides strong theoretical support for the development of higher order cognitive learning skills through case teaching. Case study teachers can improve their questioning skills to enhance students' critical thinking. The theoretical background for questioning in case method teaching and learning is traceable to the functionalism and pragmatism of John Dewey and William James, the cognitive domain classification system of Benjamin Bloom, the cognitivist's conception of metacognition, and the reflective thinking of existentialists. The diathesis theory of human predisposition to either healthy wholeness or diseased fragmentation can be applied effectively to case study teaching. For anyone using the case study method (particularly cases involving ethical or other social issues), several factors should be considered: opportunities occur for both low and high levels of cognitive experiences, the writing-to-learn questionnaire leads to clear and succinct responses, and teachers should prepare a series of open-ended and probing discussion questions. An appendix presents a sample case involving a new teacher on the first day of the job facing a group of difficult students. The students were violent, the environment hostile, the fellow teachers belittling, and the teacher had to handle the challenge of the situation (Contains 17 references and 3 tables.) (SM)

**ED 455 222** SP 040 150

Portner, Hal

**Training Mentors Is Not Enough: Everything Else Schools and Districts Need To Do.**

Report No.—ISBN-0-7619-7738-4

Pub Date—2001-00-00

Note—127p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-7619-7738-4, \$19.95; hardcover: ISBN-0-7619-7737-6, \$45.95). Tel: 800-818-7242 (Toll Free); Fax: 805-499-5323; e-mail: [order@corwinpress.com](mailto:order@corwinpress.com); Web site: <http://www.corwinpress.com>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accountability, Educational Policy, Elementary Secondary Education, \*Faculty Development, \*Mentors, Program Development, Program Evaluation, Teacher Responsibility, Teacher Role

Identifiers—Teacher Commitment

This how-to guide and workbook helps planners and participants who want to develop an exemplary mentoring program or upgrade an existing one. It is designed to help readers: obtain broad-based commitment and participation from key individuals and groups; understand and work within the larger environment in which a mentoring program operates; form a mentoring committee and develop its capac-

ity to make decisions effectively; and support the program with pragmatic and effective policies, procedures, and resources. The nine chapters focus on key elements essential to the viability of an exemplary program, offering discussions supported by anecdotes, commentary, examples, and interactive exercises. The nine chapters include (1) "Commitment"; (2) "Putting Commitment to Work"; (3) "The Macrosystem"; (4) "Roles and Responsibilities (It Takes a Community To Induct a Teacher)"; (5) "Policies, Procedures, and Particulars"; (6) "Professional Development for Newly Trained Mentors"; (7) "Evaluating the Fledgling Mentoring Program"; and (9) "Inventing the Future: Planning an Exemplary Program." (Contains 36 references.) (SM)

**ED 455 223** SP 040 151

Johnston, Michelle Cooley, Nancy

**What We Know About: Supporting New Models of Teaching and Learning through Technology.**

Educational Research Service, Arlington, VA.

Report No.—FR-0400; ISBN-0-9705540-2-8

Pub Date—2001-00-00

Note—107p.

Available from—Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201-2908 (comprehensive subscribers, \$9; individual subscribers, \$13.50; base price, \$18). Tel: 800-791-9308 (Toll Free); Fax: 800-791-9309 (Toll Free); e-mail: [ers@ers.org](mailto:ers@ers.org); Web site: <http://www.ers.org>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, Faculty Development, Program Evaluation, Teaching Methods

Identifiers—\*Student Engagement

This report is designed to help educators more keenly understand technology's potential to enhance student learning. It also offers information and insights to help school leaders effectively integrate technology into instruction and provide the support their staff needs to operate in a technology-enriched learning environment. The report examines: new ways of learning, particularly engaged learning; new models of instruction that promote engaged learning; ways that instructional technology can support and enhance the new models; examples of effective technology use; the role of education leaders in providing the necessary support for effective implementation and evaluation of technology; and new approaches to evaluating the impact of technology on student achievement. Chapter 1 combines the promise of technology with current understandings of children and learning. Chapter 2 explains why technology is uniquely powerful to promote engaged learning. Chapter 3 examines the role of school leaders in establishing a vision for technology use. Chapter 4 discusses barriers to effective technology and approaches for overcoming the barriers. Chapter 5 explains why educators have difficulty finding support in the literature for the effectiveness of technology use. (Contains references.) (SM)

**ED 455 224** SP 040 152

Page, Diane R.

**The Paraeducator in the Elementary School Classroom. [Workbook].**

Report No.—ISBN-0-8108-3871-0

Pub Date—2001-00-00

Note—237p.; For the facilitator's manual, see SP 040 153.

Available from—Scarecrow Press, Inc., 4720 Boston Way, Lanham, MD 20706 (\$23.50). Tel: 800-462-6420 (Toll Free); Fax: 717-794-3803; Web site: <http://www.scarecrowpress.com>.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Academic Standards, Classroom Techniques, Cognitive Style, Collegiality, Cooperative Learning, Discipline, Elementary Ed-

education, Experiential Learning, Integrated Curriculum, Learning Centers (Classroom), Mixed Age Grouping, Multigraded Classes, \*Paraprofessional School Personnel, Portfolio Assessment, Principals, School Safety, Staff Development, Teachers, Thematic Approach, Whole Language Approach

This training module for inexperienced elementary classroom assistant teachers provides information on what their job consists of, what is occurring in American elementary schools, and possibilities for paraeducators. The 12 chapters are: (1) "Who Are You?"; (2) "Are You Qualified?"; (3) "What Can You Expect?"; (4) "What about Instruction?"; (5) "What Are Professional Relationships? Why Are They Important?"; (6) "Are You Confused about Safety?"; (7) "What Do You Need to Know about Classroom Management and Discipline?"; (8) "What Does the Elementary School Look Like?"; (9) "What Do School Administrators, Principals and Teachers Mean When They Say...? Are You Still Confused?" (whole language, portfolio/ portfolio assessment, cooperative learning, learning centers, learning styles, multi-age/multi-level grouping, math standards, hands-on science and social studies, thematic units, and curriculum integration); (10) "Look How Much You Know!"; (11) "Just for the Classroom Teacher!"; and (12) "Reflection Time for You: The Paraeducator in the Elementary School Classroom!" (Contains references.) (SM)

**ED 455 225** SP 040 153

Page, Diane R. Page, Deborah S.

**The Paraeducator in the Elementary School**

**Classroom, Facilitator's Manual.**

Report No.—ISBN-0-8108-3872-9

Pub Date—2001-00-00

Note—195p. For the workbook, see SP 040 152. Available from—Scarecrow Press, Inc., 4720 Boston Way, Lanham, MD 20706 (\$35). Tel: 800-462-6420 (Toll Free); Fax: 717-794-3803; Web site: <http://www.scarecrowpress.com>.

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Classroom Techniques, Collegiality, Discipline, Elementary Education, \*Paraprofessional School Personnel, Principals, School Safety, Staff Development, Teachers

This facilitator's manual goes with a training module for inexperienced elementary classroom assistant teachers, which provides information on what their job consists of, what is occurring in American elementary schools, and possibilities for paraeducators. Part 1, "Preparing for Training," includes a checklist for paraeducator training, morning preparation, a paraeducator training agenda, warm-up activities, cool-down activities, support activities, a paraeducator training evaluation, information on how to use the manual, and notes about the SPED training module. Part 2, "The Training," includes information on the 12 training modules, which are: "Who Are You?"; "Are You Qualified?"; "What Can You Expect?"; "What about Instruction?"; "What Are Professional Relationships? How Are They Important?"; "Are You Confused about Safety?"; "What Do You Need to Know about Classroom Management and Discipline?"; "What Does the Elementary School Look Like?"; "What Do School Administrators, Principals and Teachers Mean When They Say...? Are You Still Confused?"; "Look How Much You Know!"; "Just for the Classroom Teacher!"; and "Reflection Time for You: The Paraeducator in the Elementary School Classroom!" Transparencies and handouts are included. (Contains references.) (SM)

**ED 455 226** SP 040 154

**Improving Teaching, Improving Learning: Linking Professional Development to Improved Student Achievement.**

Center for Development & Learning, Covington, LA.

Pub Date—2000-10-00

Note—29p. Printing and distribution funded by the Toler Foundation.

Available from—Center for Development and Learning, 208 South Tyler Street, Covington, LA 70433. Tel: 504-893-7777; Fax: 504-893-

5443; e-mail: [learn@cdl.org](mailto:learn@cdl.org); Web site: <http://www.cdl.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Standards, Elementary Secondary Education, \*Faculty Development, Outcomes of Education, Program Development, Program Evaluation, Teacher Competencies, \*Teacher Effectiveness, \*Teacher Improvement, Teaching Skills

Identifiers—Louisiana, Teacher Knowledge

This report focuses on how better teaching results in better student learning. It is the result of a Think Tank on Professional Development comprised of parents, educators, and business and community leaders that convened to improve education and teaching in Louisiana. Think Tank members determined that they wanted to help build the capacity for cutting edge professional development for Louisiana's teachers that would ultimately improve student achievement. This report outlines an informed process for selecting professional development that will achieve a higher level of engagement and success in Louisiana classrooms. It focuses on eight issues: what students should know and be able to do; what teachers should know and be able to do; what are the primary performance gaps in teachers' knowledge and performance; what standards for professional development should be established; what outcomes should be expected; what professional development models of delivery should be used; what processes or models are most effective for which outcomes; and how professional development programs will be evaluated to determine their effectiveness. (Contains 16 references.) (SM)

**ED 455 227** SP 040 155

Porter, Andrew C. Garet, Michael S. Desimone, Laura Yoon, Kwang Suk Birman, Beatrice F.

**Does Professional Development Change Teaching Practice? Results from a Three-Year Study.**

American Institutes for Research in the Behavioral Sciences, Washington, DC.

Spons Agency—Department of Education, Washington, DC. Office of the Under Secretary.

Report No.—DOC-2001-01

Pub Date—2000-10-00

Contract—EA970001001

Note—18p.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Fax: 301-470-1244; e-mail: [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov); Web site: <http://www.ed.gov/pubs/edpubs.html>.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Faculty Development, Inservice Teacher Education, Teacher Competencies, \*Teacher Effectiveness, Teacher Improvement, \*Teaching Skills

Identifiers—Elementary Secondary Education Act Title II

This report, the third in a series of reports from the longitudinal evaluation of the Eisenhower Professional Development Program, examines the effects of professional development on improving classroom teaching practice. The Eisenhower Professional Development Program, Title II of the Elementary and Secondary Education Act, is the federal government's largest investment that focuses solely on developing the classroom teachers' knowledge and skills. Drawing on longitudinal data from approximately 300 teachers, this report discusses the impact of the types of professional development activities supported by the Eisenhower Professional Development Program. Results indicate that professional development focused on specific, higher order teaching strategies increased teachers' uses of these strategies in the classroom. This effect was even stronger when the professional development activity was a reform type, rather than traditional. Teachers in the sample did not consistently receive high quality professional development, and teachers in the same school tended to have quite different professional development experiences. There was little change in overall

teaching practice from 1996-99. Despite little average change over time in teaching practice, individual teachers varied in their classroom practices, and moderate variation occurred in the classroom practices of individual teachers from year to year. (SM)

**ED 455 228** SP 040 156

**Creating Teacher-Led Professional Development Centers, Summer 2000, No. 2.**

National Foundation for the Improvement of Education, Washington, DC.

Spons Agency—Ford Foundation, New York, NY.; National Education Association, Washington, DC.

Pub Date—2000-00-00

Note—14p.; Theme issue.

Available from—National Foundation for the Improvement of Education, 1201 Sixteenth Street, N.W., Washington, DC 20036-3207. Tel: 202-822-7840; Web site: <http://www.nfie.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College School Cooperation, Elementary Secondary Education, \*Faculty Development, Governance, Higher Education, Inservice Teacher Education, \*Partnerships in Education, Teacher Improvement, Teacher Participation, Teacher Role

Identifiers—\*Professional Development Centers

This paper outlines a process to help state and local teacher associations and their partners: create a vision for teachers' professional development; identify partners; develop a plan for creating the professional development center; work effectively in partnership for extended periods of time; reach all teachers; and get results. After describing existing teaching center models, the paper explains that the models benefit from: stability deriving from legislation, inclusion in district or state budgets, and continuity of leadership in local teacher associations; direction by teachers and teacher-majority governing bodies that include other major stakeholders and partners; equal status and contributions from teachers and university faculty; emphasis on subject matter; and sufficient resources and equipment. The paper describes professional development centers of the new millennium, highlighting necessary characteristics (e.g., involving all teachers in the area, helping negotiate shifts in mandates, emphasizing standards for student learning, and being teacher-led). After describing organizational, political, and educational partners (unions, higher education, and business), the paper discusses professional development center governance and structure and offers suggestions for long-range funding strategies (e.g., lobby for legislative support, get a line item in the state budget, and get politicians to visit the program). (SM)

**ED 455 229** SP 040 157

**Engaging Public Support for Teachers' Professional Development, Fall 2000, No. 3.**

National Foundation for the Improvement of Education, Washington, DC.

Spons Agency—National Education Association, Washington, DC.

Pub Date—2000-00-00

Note—14p.

Available from—National Foundation for the Improvement of Education, 1201 Sixteenth Street, N.W., Washington, DC 20036-3207. Tel: 202-822-7840; Web site: <http://www.nfie.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Citizen Participation, Elementary Secondary Education, \*Faculty Development, Inservice Teacher Education, Parent Participation, Public Opinion, \*Public Support, \*School Community Relationship, \*Teacher Improvement

This paper describes the efforts of educators in communities nationwide to engage the public in teaching and learning activities, specifically in support of teacher professional development. Though there is no single model for positive public engagement, there are general principles, which include: finding an entry point (e.g., finding key constituencies which comprise the public and noting educational issues deemed important by each



constituency); crafting a shared vision (e.g., ensuring a common understanding of what constitutes good professional development and determining who is involved in determining what, when, where, and how teachers learn); promoting effective communication (e.g., improving existing forums and vehicles for educators and community members to discuss educational issues and measuring the effectiveness of the communications); establishing a new model of interaction (e.g., making schools open and welcoming to the community as active participants and giving parents and community members meaningful opportunities to shape the instructional and programmatic agenda for the school/district); and planning ahead to show results (e.g., collecting data demonstrating a connection between professional development and student achievement and sharing data with parents and community members). (SM)

**ED 455 230** SP 040 158

**Creating a Teacher Mentoring Program, Fall 1999, No. 1.**

National Foundation for the Improvement of Education, Washington, DC.

Spons Agency—Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.; National Education Association, Washington, DC.

Pub Date—1999-00-00

Note—20p.

Available from—National Foundation for the Improvement of Education, 1201 Sixteenth Street, N.W., Washington, DC 20036-3207. Tel: 202-822-7840; Web site: <http://www.nfie.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teacher Induction, \*Beginning Teachers, Elementary Secondary Education, \*Faculty Development, \*Mentors, Program Development, Program Evaluation, Teacher Competencies, \*Teacher Improvement, Teacher Placement, Teaching Skills

Identifiers—Teacher Knowledge

This report presents guidelines for developing teacher mentoring programs. Section one examines the usefulness of mentoring for beginning teachers, looking at teacher recruitment, improvement of skills and knowledge, and guidelines for effective programs. Section two discusses the climate, context, and structure for effective mentoring, highlighting second generation mentoring, time spent on mentoring, confidentiality in mentoring, and teacher placement. Key issues include state or local mentoring policies, partners in the mentoring program, program governance, and teacher selection. Section three discusses selecting, training, and supporting mentors, examining: criteria for selecting mentors, matching mentors and proteges, providing incentives to mentor, and offering mentor training and support. Section four looks at content and evaluation, focusing on what proteges need from mentors and measuring the effectiveness of mentoring. Key issues include determining how the district and its partners will individualize the mentoring experience during the course of the protege's involvement, whether the program will provide remedial assistance to veteran teachers experiencing difficulties, and whether the program will include peer review. (SM)

**ED 455 231** SP 040 159

Menken, Kate Antunez, Beth

**An Overview of the Preparation and Certification of Teachers Working with Limited English Proficient (LEP) Students.**

National Clearinghouse for Bilingual Education, Washington, DC.; ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—2001-06-00

Contract—T295005001, EDOBEM-99-000010, ED-99-CO-0007

Note—79p.; Contributing authors include Mary

E. Dilworth and Said Yasin.

Pub Type—ERIC Publications (071) — Reports - Descriptive (141)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Bilingual Education, Diversity (Student), Educational Policy, Elementary Secondary Education, \*English (Second Language), Higher Education, Knowledge Base for Teaching, \*Limited English Speaking, Preservice Teacher Education, Required Courses, \*Teacher Certification

Identifiers—State Policy, Teacher Knowledge

This study combined survey data with qualitative analysis to explore the preservice preparation of teachers of English language learners (ELLs). The American Association of Colleges for Teacher Education disseminated surveys to member institutions and Web site users, examining the breadth and depth of preparation programs for such teachers. The National Clearinghouse for Bilingual Education compared survey findings to its analysis of both state level bilingual education teacher licensure requirements and the content of courses required by institutions for degrees/licensure in bilingual education. Licensure and course requirements were categorized by areas of knowledge, revealing that while typically emphasizing the areas of pedagogy and cultural/linguistic diversity, linguistics received less emphasis at both state and institutional levels. There was great variance in how states mandated requirements for bilingual education teacher licensure, though state requirements did impact institutions' programming. Programs varied in the depth of their coverage of areas of knowledge, with bachelor's programs more likely to cover studies within an area of knowledge through a broad overview or survey course combining various topics within one course. Very few higher education institutions offered programs that specifically prepared bilingual education teachers. Even fewer required preparation for mainstream teacher regarding ELL education. (Contains 44 references.) (SM)

**ED 455 232** SP 040 160

Reiff, Rebecca

**A Day in the Life of a Student Teacher.**

Pub Date—2001-06-00

Note—11p.; Paper presented at the Annual Meeting on Ethnographic and Qualitative Research in Education (13th, Albany, NY, June 2-3, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Cooperating Teachers, Higher Education, Preservice Teacher Education, Secondary Education, \*Student Teachers, \*Student Teaching, Teacher Student Relationship

This paper follows a student teacher through a typical day in her high school student teaching placement, beginning with her pre-dawn departure for school, and moving from her preparations for class to her classes, which begin at 7:15 a.m. (homeroom, several periods of biology, lunch, planning, more biology, and biochemistry). She focuses on her relationship with the cooperating teacher and with the students in each class, discussing how she handles classroom problems as they arise. She notes differences in students' classroom behaviors throughout the day and discusses the difficulty of teaching biochemistry, which is a course she has never taken. After school, she still has grading and planning, so she typically stays 2 more hours. Often, she takes a nap, then wakes up later to plan some more. Some days, she cannot nap because she has after-school events and meetings to attend. Interview questions are appended. (SM)

**ED 455 233** SP 040 161

Fogarty, Robin

**Ten Things New Teachers Need To Succeed. A SkyLight Guide.**

Report No.—ISBN-1-57517-379-4

Pub Date—2001-00-00

Note—42p.

Available from—SkyLight Professional Development, 2626 South Clearbrook Drive, Arlington Heights, IL 60005. Tel: 800-348-4474 (Toll Free); Fax: 847-290-6609; e-mail: [info@skylightedu.com](mailto:info@skylightedu.com)

lightedu.com; Web site: <http://www.skylightedu.com>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Standards, Beginning Teacher Induction, \*Beginning Teachers, Classroom Environment, Core Curriculum, Curriculum Development, Decision Making, Discipline, Diversity (Student), Elementary Secondary Education, Mentors, Parent Participation, Parent Teacher Cooperation, Scoring Rubrics, Student Behavior, Student Evaluation, Teacher Collaboration, Teaching Methods

This guide for novice teachers includes ten sections: (1) "A Knowing Colleague as Counsel...About the Policies, Practices, and Politics!" (proactively seek a mentor); (2) "A Place Called 'My Room' for Students To Grow, To Groom, and To Zoom!" (create a climate that fosters growth and pride); (3) "A Method for Managing 1,500 Decisions: On Your Seat/On Your Feet!" (let common sense rule the moment of decision); (4) "A Discipline Plan That Works on Paper and on Students!" (be consistent and flexible); (5) "A Standard Understanding of the Almighty Standards!" (cluster standards into curriculum content); (6) "A Known Knowledge Base of Core Curriculum Content!" (map the course, then talk with an expert); (7) "A Fail-Safe Lesson Design for Teachers To Teach and Learners To Learn!" (teach them, then coach them); (8) "A Repertoire of Teaching Strategies: Different Strokes for Different Folks!" (tap into the talents of each learner); (9) "A Love Affair with Assessment: Rubrics Are Our New Best Friend!" (share criteria for success with students before they begin the task); and (10) "A Winning Way with Parents: To Report, Relate, and Celebrate!" (involve parents in the teaching/learning process). (Contains bibliographic references for each section.) (SM)

**ED 455 234** SP 040 162

Dietz, Mary E.

**Designing the School Leader's Portfolio.**

Report No.—ISBN-1-57517-328-X

Pub Date—2001-00-00

Note—118p.; Forward by Linda Lambert.

Available from—SkyLight Professional Development, 2626 South Clearbrook Drive, Arlington Heights, IL 60005 (\$24.95). Tel: 800-348-4474 (Toll Free); Fax: 847-290-6609; e-mail: [info@skylightedu.com](mailto:info@skylightedu.com); Web site: <http://www.skylightedu.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrator Effectiveness, Computer Uses in Education, Cooperative Planning, Educational Technology, Elementary Secondary Education, Information Technology, Leaders, \*Leadership Qualities, \*Portfolios (Background Materials), \*Principals, \*Professional Development, Teamwork

Identifiers—Peer Support

This book presents a process and framework designed to improve the chances that administrators will learn within the context of leading. It shows administrators how to use portfolios to develop their philosophy and leadership, zero in on goals, create plans and participate in professional development, coach peers, and assess and articulate what they have learned. The book offers examples, graphics, tools, logs, and registries to help administrators develop their own portfolios. There are six chapters focusing on: (1) "The Role of the Portfolio in Improving School Leader Performance" (e.g., the portfolio process and assembling the portfolio); (2) "Establishing a Purpose for the School Leader's Portfolio" (e.g., defining the purpose and defining one's own philosophy); (3) "Focusing the Portfolio" (e.g., determining goals and involving school staff); (4) "The Process of Collaboration and Professional Development" (e.g., creating a learning plan and identifying areas for learning); (5) "Portfolio Outcomes for Continuous Improvement" (e.g., leaders as learners and unexpected outcomes of the portfolio process); and (6) "Technology and the Portfolio Process" (employing electronic support). Four

appendix focus on: the portfolio process, steps in the portfolio process, blacklines of portfolio tools, and sample completed portfolio tools. (Contains 34 references.) (SM)

**ED 455 235** SP 040 163

Salinas, Jose P.

**The Effectiveness of Minority Teachers on Minority Student Success.**

Pub Date—2002-02-00

Note—24p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Education Section) (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Consciousness Raising, Cultural Differences, Cultural Pluralism, Culturally Relevant Education, \*Diversity (Faculty), \*Diversity (Student), Dropout Rate, Elementary Secondary Education, Higher Education, \*Hispanic American Students, Multicultural Education, Preservice Teacher Education, Role Models, \*Teacher Influence, Teacher Recruitment, Teacher Shortage

Identifiers—\*Hispanic American Teachers

This paper examines the shortage of minority teachers and explores the high priority that exists among parents, teachers, and the business community to work toward a diversified teaching force, focusing on the U.S. Hispanic population and investigating whether minority teachers in the classroom can result in minority student success in school. The paper suggests that the extremely low percentage of minority teachers in public schools has led to a high dropout rate among minority students. The majority population generally has a difficult time understanding cultural differences. When this occurs, communication between students and teachers breaks down, leading to serious consequences. Teachers need to know how to respond to students in culturally appropriate ways. Statistics on Hispanic students show that only 50 percent will graduate from high school. Many educators agree that minority teachers are important to Hispanic students because they can act as role models, encourage students to perform better, better understand cultural differences, and break down the students' stereotypes. Colleges and universities must prepare future teachers for diversity, providing multicultural experiences and teaching students how to respond to a changing world. Universities must actively seek minority students and support them in their efforts to become teachers. (Contains 18 references.) (SM)

**ED 455 236** SP 040 164

Vaughan, Audrey C.

**Cultural Pluralism: Implications for Educational Practices and Comprehensive School Reform.**

Pub Date—2001-11-00

Note—8p.; Paper presented at the Biennial Convocation of Kappa Delta Pi (43rd, Orlando, FL, November 8-10, 2001).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Consciousness Raising, \*Cultural Pluralism, \*Diversity (Student), Educational Change, \*Educational Policy, Elementary Secondary Education, Standardized Tests, Student Evaluation, Teacher Attitudes, Test Bias

To circumvent isolationism, ethnocentrism, and intolerance experienced by culturally diverse students and their parents in U.S. schools, education policies must be effectively documented with methodological endorsement of multicultural education as policy for all students to be personally meaningful, socially relevant, culturally accurate, and educationally sound. Education policy development must start from within the culture of the school rather than be imposed from the outside. It should include social resources to mediate the relationship between new ideas and old practices. Working definitions of culture, multicultural education, and cultural pluralism are necessary in understanding the

many implications for educational practice and comprehensive reform in U.S. schools. Multicultural education is an ongoing process. It is also a reform movement that is trying to change schools to provide equal opportunities for all students. Teachers must examine their own attitudes and be trained to appreciate diversity. Standardized testing, which does not take into account cultural differences, must be replaced with culturally fair methods of assessing students' behavior and knowledge. Cultural pluralism as a national ideal can be realized through multicultural education and comprehensive school reform. (Contains 12 references.) (SM)

**ED 455 237** SP 040 166

Jucovy, Linda

**Training New Mentors. Technical Assistance Packet #5.**

Public/Private Ventures, Philadelphia, PA.; Northwest Regional Educational Lab., Portland, OR. National Mentoring Center.

Spons Agency—Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Big Brothers Big Sisters of America, Philadelphia, PA.

Pub Date—2001-03-00

Contract—1999-JG-FX-K001

Note—53p.

Available from—National Mentoring Center, Northwest Regional Educational Laboratory, 101 Southwest Main Street, Suite 500, Portland, OR 97204. E-mail: mentorcenter@nwrel.org; Web site: <http://www.nwrel.org/mentoring>.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adolescents, Child Development, Children, Communication Skills, Elementary Secondary Education, Interpersonal Communication, \*Interpersonal Relationship, \*Mentors, Teacher Role, Trust (Psychology), Youth Programs

Identifiers—\*Facilitators

This manual for trainers of new mentors offers activities for 2 workshops that together add up to between 5-6 hours of training. The activities are intended for preservice training and designed to help participants: understand their role as mentors; develop necessary skills and attitudes; understand the concept of positive youth development; learn about the strengths and vulnerabilities of children or youth in the program; understand program requirements and support; answer questions; and build confidence. The first section presents tips for trainers, explaining that good trainers are facilitators (coaches, listeners, learners, and managers of the group process). It offers suggestions for before, during, and after each training session. The second section presents the training activities, providing materials to help plan and deliver an introductory training workshop for new mentors. Six activities related to mentors' roles and expectations include: an icebreaker, mentor roles, overview of the program, children and youth in the program, supporting children and youth (developmental assets for children and youth), and wrap-up. Six activities related to trust include: an icebreaker, active listening and communication, communication role plays, building trust, experiencing a question of trust, and wrap-up. A training session evaluation form is included. (SM)

**ED 455 238** SP 040 167

Baker, Betty Ruth

**Moving beyond Our Education Community: Student Teaching Abroad.**

Pub Date—2000-04-00

Note—45p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Baltimore, MD, April 17-20, 2000).

Pub Type—Reports - Descriptive (141)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Consciousness Raising, Cultural Awareness, Cultural Differences, Elementary Secondary Education, Foreign Countries, High-

er Education, Preservice Teacher Education, Student Teaching, \*Study Abroad

Identifiers—Australia

This paper presents an overview of a student teaching abroad program. Student teachers at Texas' Baylor University have an option to participate in a three-semester hour elective involving student teaching in schools in Brisbane, Queensland, Australia. This experience is an extension of their required student teaching. Experiences are provided for early childhood, elementary, secondary and special education preservice teachers. The purpose of the program is to offer student teachers a more global perspective by traveling, living, and participating professionally in another country. Through this experience, preservice teachers encounter social, cultural, economic, governmental, and educational issues. Students attend weekly class sessions to prepare for the experience. Once in Australia, they work as professionals within the schools for at least 3 weeks and travel for 2 weeks. Evaluation of student teachers' experiences indicates that respondents learned more about diversity, planning, and professionalism and developed more positive feelings about the value of extra teaching experience, flexibility, content knowledge, and planning and selecting teaching materials and methods. An appendix presents a course syllabus, the travel handbook for participating student teachers, and evaluation forms. (SM)

**ED 455 239** SP 040 168

Cantrill, Christina, Comp. Glass, Don, Comp.

Sparks, Andrew, Comp.

**What Story Does the Work Tell? A Resource of Curricular Units, Student Work and Commentary by Philadelphia Teachers.**

Philadelphia Education Fund, PA.

Spons Agency—Pew Charitable Trusts, Philadelphia, PA.

Pub Date—2000-00-00

Note—55p.

Available from—Philadelphia Education Fund, 7 Benjamin Franklin Parkway, Suite 700, Philadelphia, PA 19103. Tel: 215-665-1400. For full text: <http://www.philaedfund.org>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Elementary Secondary Education, Evaluation Methods, Observation, \*Student Evaluation

Identifiers—\*Philadelphia School District PA

This document is a tool to help teachers look at student work as a means to assess individual student progress. It contains work samples, accompanying commentaries, and assessment tools which originate from students and teachers in Philadelphia public schools who participated in the Philadelphia Education Fund's Small Learning Community Mini-Grants program. After a prologue, "Why is Looking at Student Work Important?" (Kate Nolan), an introductory section explains how to use this document at school, presents a set of guidelines to help teacher teams get started with a process of inquiry into student work, and describes how to document observations. The next section presents a selection of student work examples with teacher commentary. Topics include: developing measurement concepts and tools; developing geometry skills through manipulatives; exploring the art of storytelling with a poet-in-residence; studying multiple aspects of children's book illustrations; integrating problem solving math and science investigations; and studying animals and other living things by researching in the library and over the Internet. (SM)

**ED 455 240** SP 040 169

Cole, Donna J. Ryan, Charles W.

**Building & Assessing School Partnerships: The Wright State Model.**

Spons Agency—DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.

Pub Date—2001-07-00

Note—34p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Attitudes, \*College School Cooperation, Elementary Secondary Ed-

ucation, Higher Education, \*Internship Programs, \*Partnerships in Education, \*Portfolio Assessment, Preservice Teacher Education, Student Teachers, Student Teaching, Teacher Attitudes, Teacher Collaboration, Teacher Competencies, Teaching Skills

Identifiers—Wright State University OH

This paper describes a process model for evaluating school-university partnerships. It presents one university's inter-collegial collaboration model for teacher content preparation, explains a process for documenting content and teaching proficiency via an electronic portfolio, and presents the evaluation process used in a multifaceted renewal project. Data collection involved observation of participants at advisory group meetings; content analysis of archival material (e.g., minutes and logs); focus group interviews with teachers, school administrators, university faculty, and interns; and surveys of intact groups of teachers, administrators, and interns. Results indicated that there was strong support for the renewal of teacher education and strengthening of partnerships with public schools. Participants considered it an enriching experience for beginning teachers. While there were minor concerns regarding administrative structure and governance, there was significant support for related renewal activities such as the internship program and use of advisory councils with partner schools. Student teachers' PRAXIS-based electronic portfolios demonstrated teaching proficiency and visually displayed their commitment to teaching and making a difference in students' lives. It was concluded that the model developed to assess this renewal effort could be used at other sites seeking to evaluate multi-institution collaboratives. (Contains 16 references.) (SM)

ED 455 241 SP 040 170

Galuzzo, Gary R. Leali, Shirley A. Loomis, Diane

**Do We Have To Give Standardized Tests of Teacher Content Knowledge?**

Pub Date—2000-11-00

Note—11p.; Paper presented at the Annual Meeting of the National Council of States (21st, Miami, FL, November 17-21, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Evaluation Methods, \*Feedback, Higher Education, \*Knowledge Base for Teaching, \*Mathematics Education, \*Pedagogical Content Knowledge, Performance Based Assessment, Preservice Teacher Education, Standardized Tests, Student Teachers

Identifiers—Teacher Knowledge

This study examined, through a designed simulation of a performance assessment of a typical teaching act, the possibility of measuring elementary preservice teachers' mathematics content knowledge without relying solely on the candidates' performance on a standardized mathematics test. Data collection involved a series of disclosed mathematics problems designed by the National Council of Mathematics, which were used as prototypes for the National Assessment of Educational Progress (NAEP) tests. The mathematics problems were prepared for the fourth grade NAEP assessments. In this study, 24 fifth graders were required to solve six two-step problems, show their work, and explain how they solved them. The same problems were given to 69 preservice elementary teachers to examine their mathematics knowledge. They had previously taken the standardized test of mathematics skills. The preservice teachers were then given the students' responses to the problems and directed to analyze them and feedback to each fifth grader. The feedback was categorized into four types (general, specific, student performs, or teacher performs). Results indicated that the correlation between the standardized test (as the test of preservice teachers' knowledge of mathematics) and the quality of the feedback variable (the performance assessment) showed a positive but low relationship. (SM)

RIE DEC 2001

ED 455 242

Akanbi, Linda B.

**Enhancing Professional Practice through WebCT: A Model for Preparing Reading Professionals.**

Pub Date—2000-11-20

Note—10p.; Paper presented at the Annual Meeting of the National Council of States (21st, Miami, FL, November 17-21, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Computer Uses in Education, Distance Education, Elementary Secondary Education, \*Faculty Development, Higher Education, \*Inservice Teacher Education, Literacy Education, Online Courses, \*Reading Improvement, \*Reading Teachers, State Standards, Teacher Competencies, Teacher Improvement, Teaching Methods, World Wide Web

Identifiers—Kennesaw State College GA, University System of Georgia

The University System of Georgia and the Georgia Professional Standards Commission formed the University System of Georgia Reading Consortium in response to Georgia's need to improve the preparation of teachers to teach reading. It emphasized the professional development of classroom teachers. Institutions seeking to offer a Reading Endorsement program submitted proposals to the Georgia Professional Standards Commission for approval, which were peer reviewed by the Consortium. The Consortium developed a proposal template for institutions seeking to offer the program. Three strands included: understanding the reader and the reading process, linking literacy assessment and instruction, and instructional strategies in the content areas across preK-12. Generally, institutions built a course around each strand and included a year-long field experience in which teachers had to demonstrate these competencies. The main delivery models were a summer reading institute model and a distance learning model. WebCT was selected as the vehicle for the distance learning model, offering each course online. In the Summer Reading Institute Model, the major content for all three strands is presented in a 3-week format, with follow-up assignments associated with the field experience turned in throughout the following year. The model used by Kennesaw State University, Georgia, is described. (SM)

ED 455 243

Patten, Ronald J. Peters, Robert

**Whither Thou Goest: The Intrigue of an International Study Seminar.**

Pub Date—2001-06-18

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Business Education, \*Experiential Learning, Higher Education, International Educational Exchange, International Programs, \*Study Abroad

Identifiers—DePaul University IL, Globalization

This paper describes one business school's response to the challenges of globalization. After faculty members taught seminars in other countries, an interest was expressed in conducting international study seminars for the school's business students. One-week seminars were arranged, which allowed part-time, employed MBA students to enroll. The course was designed as a serious academic endeavor, including pre-trip lectures and post-trip discussions. The seminar itself involved presentations by experts from companies, agencies, and government. In planning the experience, faculty leaders are encouraged to develop checklists and focus on one country and several locations within that country. They are also encouraged to think out the seminar's purpose and plan in detail how to achieve that purpose. The model most frequently used involves traveling to a major city in the country, with a short trip to another city if possible. Participants meet with representatives of many business, finance, and government entities. The thrust of the seminar is first-hand discovery of knowledge and integration into the student's frame of reference. Two of the university's international

SP 040 171

study seminars have been designed to facilitate joint student projects, with university students and students from the host country focusing on the same topic. (SM)

ED 455 244

Ambrose, Rebecca

**Catalyzing Change in Preservice Teachers' Beliefs: Effects of the Mathematics Early Field Experience.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-04-00

Contract—G00002211

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Supported through the Interagency Educational Research Initiative.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Attitude Change, \*Beliefs, Elementary Education, Elementary School Teachers, Higher Education, \*Mathematics Education, Preservice Teacher Education, Problem Solving, \*Student Teacher Attitudes, Student Teachers

Identifiers—\*Early Field Experience

This case study examines a program which catalyzed changes in preservice teachers' belief about mathematics and teaching, blending subject matter learning with learning about teaching early in preservice teachers' programs. It hypothesized that undergraduates who explored mathematical problem solving with children would be reoriented to mathematics, thus engaging in university mathematics coursework from a meaning making perspective. Preservice teachers taking their first mathematics course were placed in elementary schools to work with individual children. Activities were centered around mathematical problem solving to elicit children's thinking and make their mathematical understanding apparent. After meeting with children, student teachers convened to reflect on the experience. Data from field notes, surveys, interviews, and written work indicated that the case study student teacher's beliefs about children's confidence became connected to her beliefs about mathematics. She developed a new belief that children do not always learn what is taught. This belief was elaborated when added to the notion that teachers should listen to children to determine when to begin instruction. The student teacher discovered that the work of teaching was more complicated than expected, her deep knowledge in mathematics was important, and the work of caring was more complex than she had anticipated. (Contains 20 references and 2 figures.) (SM)

ED 455 245

Miller-Lane, Jonathan

**Bending Back To Move Forward: Using Reflective Practice To Develop a High School Civic Education/Aikido Course.**

Pub Date—2001-04-00

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Citizenship Education, \*Democratic Values, High Schools, \*Social Studies, Social Values, Values Education

Identifiers—\*Aikido, Course Development, \*Reflective Thinking

This paper describes the development of a high school social studies course, Citizenship and World Affairs. Course development involved two forms of reflection: deliberative and personalistic. The author's deliberative reflection, reported in part one of the paper, began as he reviewed research regarding how teachers should foster citizenship skills in their classrooms. The personalistic reflection, reported in part two of the paper, emerged from his



deepening understanding of the nature of communication as a result of his practice of the martial art Aikido. Aikido emphasizes blending and joining the movement of an attacker in order to diffuse a violent situation rather than blocking and countering with reciprocal violence. By combining Aikido with civic education, the teacher created a unique social studies elective that taught critical skills for democratic citizenship. Part three of the paper describes the attempt to actually implement the Aikido-as-civics curriculum. Part four of the paper presents implications of this reflective practice, noting that response from students has been very positive. It concludes that providing teachers the opportunity to engage in deliberative and personalistic reflection for the purpose of invigorating their own practice may prove fruitful for both students and teachers. (Contains 57 references.) (SM)

## TM

ED 455 246

TM 030 677

Tsai, Tsung-Hsun

### Estimating Minimum Sample Sizes in Random Groups Equating.

Pub Date—1997-03-00

Note—67p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 24-27, 1997).

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

### EDRS Price — MF01/PC03 Plus Postage.

Descriptors—\*Equated Scores, Error of Measurement, \*Estimation (Mathematics), \*Sample Size, Science Tests

Identifiers—ACT Assessment, Equipercentile Equating, Linear Equating Method, \*Randomized Experiments

The primary objective of this study was to find the smallest sample size for which equating based on a random groups design could be expected to result in less overall equating error than had no equating been conducted. Mean, linear, and equipercentile equating methods were considered. Some of the analyses presented in this paper assumed that the test scores were normally distributed. Other analyses were not based on this assumption. Real test data were used to check whether the theoretical methods provide reasonably accurate results for use in estimating sample size requirements. The science subtest of the ACT assessment provided the basic data for investigating the standard errors of equating and the minimum sample sizes needed to obtain less equating error than the identity equating. In general, as the sample size increased, the magnitude of the standard errors decreased for both forms of the test considered. In linear equating, the standard error becomes less as the raw score value approaches the mean score. In equipercentile equating, with nonnormality assumptions, raw scores less than or equal to 10 are associated with greater standard errors but the standard errors become smaller as the raw score approaches the middle score. Based on these results, it is reasonable to conclude that standard errors become less as sample size increases, and that they tend to be less for middle scores than the extreme scores for both the linear and equipercentile methods. (Contains 14 tables, 11 figures, and 12 references.) (Author/SLD)

ED 455 247

TM 033 048

Leder, Gilah C.

### Mathematics as a Gendered Domain: New Measurement Tools.

Pub Date—2001-04-00

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, \*Gender Issues, \*Mathematics, Mathematics Achievement, Secondary Education, \*Secondary School Stu-

dents, \*Sex Differences, Stereotypes, Surveys, Test Construction

Identifiers—Australia (Victoria)

Two forms of a survey instrument were developed, "Mathematics as a Gendered Domain" and "Who and Mathematics." Both versions were intended to measure the extent to which students stereotype mathematics as a gendered domain. The Mathematics as a Gendered Domain score used a traditional Likert-type scoring format, but an innovative response format was adopted for the Who and Mathematics version in which students had to select responses related to the difference between boys and girls. In developing the initial items, previous research, feedback from 10 educators, and responses from about 24 junior high school and high school students were used. In the first trial, approximately 400 Australian secondary school students completed the questionnaires. Items were deleted to revise the forms for a second trial administered to approximately 1,600 students from 8 Australian schools. The focus of the report is on the second trial of the Mathematics as a Gendered Domain scale. The significant correlation between two of the subscales is consistent with beliefs that mathematics is either a neutral domain or a male domain. Additional studies with the same instruments will investigate the mathematics stereotypes further. (Contains 2 figures, 3 tables, and 12 references.) (SLD)

ED 455 248

TM 033 049

Bassiri, Dina Schulz, E. Matthew

### Constructing a Universal Scale of High School Course Difficulty.

Pub Date—2001-04-11

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Contains small print.

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College Entrance Examinations, Grade Point Average, \*Grades (Scholastic), Grading, \*High School Students, High Schools, Item Response Theory, \*Prediction, \*Rating Scales, Scaling

Identifiers—\*ACT Assessment, \*Rasch Model

This study examined the usefulness of applying the Rasch rating scale model (D. Andrich, 1978) to high school grades. ACT Assessment test scores (English, Mathematics, Reading, and Science Reasoning) were used as "common items" to adjust for different grading standards in individual high school courses both within and across schools. This scaling approach yielded an ACT Assessment-adjusted high school grade point average (AA-HSGPA) that was comparable across schools, cohorts, and among students within the same school and cohort who took different courses. The AA-HSGPA was constructed for all ACT-tested students in 50 selected high schools. First-year college grades at a large midwestern public university were available for approximately 3,500 of these students. AA-HSGPA was a better predictor of first-year college grade point average (CGPA) than the regular high school grade point average (HSGPA). As expected, the regression of CGPA on HSGPA differed for high schools grouped by difficulty (easy or hard), but the regressions of CGPA on AA-HSGPA and the ACT Composite score did not. The best model for predicting CGPA included both the ACT Composite score and AA-HSGPA. (Contains 4 tables, 5 figures, and 22 references.) (Author/SLD)

ED 455 249

TM 033 050

Theodorou, Elena S. Meyer, Bonnie J. F.

### Can Self-Regulated Learning Predict Transfer of Problem-Solving and Text Structure?

Pub Date—2001-04-00

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Higher Education, Learning Strategies, Prediction, \*Problem Solving, \*Text

Structure, \*Transfer of Training, \*Undergraduate Students

Identifiers—\*Self Regulated Learning

In two studies, college students' self-regulated learning was assessed and used as a predictor of transfer. Study 1 (n=229 undergraduates) explored whether components of self-regulation related to the ability to transfer information from a base problem-solving task to a target problem-solving task. Study 2 (n=98 undergraduates) replicated the methods of the first study and extended them to transfer of text structure by groups trained or not trained with a reading strategy focusing on text structure. Components of self-regulated learning reliably predicted transfer on the problem-solving task. Self-regulation did not predict transfer of text structure for participants trained to use the text structure strategy, but was a reliable predictor for participants who did not receive training. (Contains 4 tables and 17 references.) (Author/SLD)

ED 455 250

TM 033 051

Howe, Sarah J. Plomp, Tjeerd

### English Language Proficiency and Other Factors Influencing Mathematics Achievement at Junior Secondary Level in South Africa.

Spons Agency—South Africa Univ., Pretoria; Twente Univ. of Technology, Enschede (Netherlands).

Pub Date—2001-04-00

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*English, Foreign Countries, International Studies, \*Language Proficiency, Least Squares Statistics, \*Mathematics Achievement, Second Language Learning, Secondary Education, \*Secondary School Students

Identifiers—\*South Africa, \*Third International Mathematics and Science Study

South Africa participated in the Third International Mathematics and Science Study (TIMSS) in 1995 and its repeat in 1999. In 1995, none of the data on school or teacher level could be analyzed to provide the context for the students' poor achievements in mathematics and science. With the 1999 data now available at both school and teacher levels in addition to the student level data, this backdrop to the results can be provided. Path analysis, using Partial Least Square analysis, was conducted on the TIMSS repeat study (TIMSS-R) data to explore the effect of language and other factors at school level within South African schools on the students' performance in mathematics. The work is currently in progress, but the initial results already indicate the strong relationship between English language proficiency and South African students' achievement in mathematics. The first results from the school level analysis reveals a relationship between the location of the schools, the number of first language speakers in the class, and the role of teacher unions influencing the curriculum to pupils' achievement in mathematics. These and other results of this research are discussed in the paper. (Contains 3 figures, 10 tables, and 43 references.) (SLD)

ED 455 251

TM 033 052

Linn, Robert L.

### Reporting School Quality in Standards-Based Accountability Systems. CRESST Policy Brief 3, Spring 2001.

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA; California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-00-00

Contract—R305B60002

Note—6p.

Available from—CRESST/UCLA GSE & IS Building, Mailbox 951522, Los Angeles, CA 90095-1522. Tel: 310-794-9140; Web site: ht-

tp://www.cse.ucla.edu.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Standards, \*Accountability, Comparative Analysis, Educational Improvement, \*Educational Quality, Elementary Secondary Education, Measurement Techniques, Socioeconomic Status, State Programs, Testing Programs

This brief discusses ways to measure and report school quality. At present, the differences in state accountability systems make comparisons of schools and school systems very difficult. The most common approach to reporting school status is in the context of current status, an approach in which the school mean or median score for students in the grade assessed is reported. A preferable approach is to place greater emphasis on improvement than on current status. One way to do this is to compare test scores between 2 years but for the same grade. Another way is to track the performance of students from one grade to the next. An alternative is to base the accountability on a comparison of the performance of all students in the school in one grade in one year with the performance of all students in the next grade tested the next year. This is the quasi-longitudinal approach. Some states report similar schools' scores as a way to account for the effects of socioeconomic status. No reporting method is without some disadvantages, but some recommendations can be made to improve reporting for accountability purposes: (1) place more emphasis on school improvement than on current performance; (2) report the margin of error for any school result; (3) evaluate the validity of the uses and interpretations of assessment results; and (4) validate trends with results from other indicators, such as the National Assessment of Educational Progress or other tests. (Contains 10 references.) (SLD)

**ED 455 252**

TM 033 053

**A 21st Century Research Agenda: Issues, Topics & Questions Guiding Inquiry into Middle Level Theory & Practice.**

National Middle School Association, Columbus, OH.

Pub Date—1997-00-00

Note—32p.

Available from—National Middle School Association, 2600 Corporate Exchange Drive, Suite 370, Columbus, OH 43231. Tel: 800-528-6672 (Toll Free); Web site: <http://www.nmsa.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Adolescents, \*Agenda Setting, \*Educational Research, \*Middle Schools, \*Research Utilization

Identifiers—\*National Middle School Association

The purpose of this document is to widen the conversation and include all the stakeholders in the further development and use of enlightened and relevant research on middle level schooling. The research agenda it presents is meant to be a guide to topics, themes, and questions central to a number of middle level issues. The agenda consists of sets of questions, more than 200 in all, that are far-reaching yet incomplete in nature and format. These questions are grouped into 12 categories based on the position paper of the National Middle School Association "This We Believe" (1982, 1995). These categories are: (1) "Educators Committed to Young Adolescents"; (2) "A Shared Vision"; (3) "High Expectations for All"; (4) "An Adult Advocate for Every Student"; (5) "Family and Community Partnerships"; (6) "A Positive School Climate"; (7) "Curriculum That Is Challenging, Integrative and Exploratory"; (8) "Varied Teaching and Learning Approaches"; (9) "Assessment and Evaluation That Promote Learning"; (10) "Flexible Organizational Structures"; (11) "Programs and Policies That Foster Health, Wellness, and Safety"; and (12) "Comprehensive Guidance and Support Systems." (SLD)

**ED 455 253**

TM 033 055

Lee, Yong-Won

**The Essay Scoring and Scorer Reliability in TOEFL CBT.**

Pub Date—2001-04-00

Note—17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Seattle, WA, April 11-13, 2001).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Computer Assisted Testing, \*English (Second Language), \*Essay Tests, \*Inter-rater Reliability, Language Tests, Online Systems, Psychometrics, Scores, \*Scoring, \*Writing Tests

Identifiers—\*Test of English as a Foreign Language

An essay test is now an integral part of the computer based Test of English as a Foreign Language (TOEFL-CBT). This paper provides a brief overview of the current TOEFL-CBT essay test, describes the operational procedures for essay scoring, including the Online Scoring Network (OSN) of the Educational Testing Service (ETS), and discusses major psychometric issues related to the reliability of essay scores. Test takers can type or hand-write their written responses to the given essay prompt, and hand-written essays are scanned. All the writing samples are electronically distributed to trained ETS readers at regional sites through the OSN. The essays are scored online, and the scores are posted to the central database for use in score reporting. The two major sources of potential scoring error may come from the raters and the prompts. Readers undergo strict training, and prompts are reviewed thoroughly by content experts and monitored in terms of their performance through the OSN. It would be difficult to compute inter-reader reliability indices by using individual readers as units of reliability analysis, but rater reliability can be computed based on ratings, not readers, so that inter-reader reliability can possibly be examined at the levels of relative ratings, absolute ratings, and absolute readers. More research is necessary on the comparability of writing prompts. Future avenues for TOEFL-CBT essay scoring are automatic essay scoring and the development of new integrative writing tasks. (Contains 6 figures and 14 references.) (SLD)

**ED 455 254**

TM 033 056

Ananda, Sri Rabinowitz, Stanley

**The High Stakes of HIGH-STAKES Testing. Policy Brief.**

WestEd, San Francisco, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2000-02-00

Contract—RJ96006901

Note—6p.

Available from—WestEd, 730 Harrison Street, San Francisco, CA 94107-1242. Tel: 877-493-7833 (Toll Free); Web site: <http://www.WestEd.org>.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Accountability, Elementary Secondary Education, \*High Stakes Tests, Policy Formation, Standardized Tests, State Programs, \*Test Use, Testing Programs

This brief addresses the benefits and concerns raised by the use of high stakes testing as the centerpiece of new accountability systems. It offers some recommendations for policymakers seeking to incorporate such tests into state accountability systems. High stakes tests can clarify and establish challenging performance expectations for students, teachers, and schools; highlight achievement gaps; and boost student performance. The drawbacks are that they can: (1) increase student failure and retention rates to unacceptably high levels; (2) narrow the focus of instruction and assessment; (3) lead to inappropriate inferences about student performance; and (4) overburden students and teachers. The question for policymakers is not whether to use high-stakes testing because the trend toward increased reliance on such testing will not and should not disappear any time soon. The question is how best to use high stakes testing, ensuring technical adequacy of the tests, efficient use of testing, and sufficient professional development. (SLD)

**ED 455 255**

TM 033 057

Rabinowitz, Stanley Ananda, Sri

**Balancing Local Assessment with Statewide Testing: Building a Program That Meets Student Needs. Knowledge Brief.**

WestEd, San Francisco, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-00-00

Contract—RJ96006901

Note—9p.

Available from—WestEd, 730 Harrison Street, San Francisco, CA 94107-1242. Tel: 877-493-7833 (Toll Free); Web site: <http://www.WestEd.org>.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, Models, Program Implementation, Psychometrics, \*School Districts, \*State Programs, \*Test Construction, Test Use, \*Testing Programs

This brief makes the case for thoughtful district- or school-driven assessment systems that complement and go beyond what statewide testing systems are able to accomplish. It describes important attributes of model local assessment programs and presents the necessary steps for building a local assessment program that will elicit information that is of value to teachers, students, and parents and is rarely available from state assessment programs. Heavily influencing the development of nationwide assessments are issues related to the technical adequacy of assessments and their efficiency. These issues are more easily managed at the local level, where assessments are rarely used for graduate or system accountability purposes. Despite fewer constraints related to technical adequacy or efficiency, many local officials have been tempted to develop systems that essentially duplicate their state's assessment program. Efficient and effective local assessments will complement, rather than duplicate, statewide efforts. Such assessments should be linked to state and local content standards, provide information values at the local level, and support teaching and learning. These steps will ensure the development of efficient and effective local assessment systems: (1) identify and prioritize needs and goals; (2) meet with state assessment officials; (3) identify resources; (4) convene development teams; (5) provide necessary professional development; (6) pilot tasks and reports; (7) revise tasks based on pilot results; and (8) implement and monitor. (SLD)

**ED 455 256**

TM 033 058

**STARS: School-Based Teacher-Led Assessment and Reporting System. A Planning Guide for Nebraska Schools.**

Nebraska State Dept. of Education, Lincoln.

Pub Date—1999-10-00

Note—72p.; For documents related to Nebraska's School-Based Teacher-Led Assessment and Reporting System, see TM 033 059-063.

Available from—Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987. Tel: 402-481-2444.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Standards, \*Educational Planning, Elementary Secondary Education, \*School Districts, \*Student Evaluation, Test Results

Identifiers—\*Local Assessment Package, \*Nebraska

This guide is intended to guide local discussion and assist public school staff in implementing standards, assessment, and reporting procedures under the policies of the Nebraska State Board of Education. In 1998, the State Board of Education adopted the Nebraska Learning Educational Achievement through Rigorous Nebraska Standards (Nebraska L.E.A.R.N.S.), and in 1999, implementation policies to support phased-in assessment and reporting were adopted. The Nebraska L.E.A.R.N.S. standards are voluntary guidelines for local districts to use as they design curriculum, plan instruction, and measure how well students are learning. The guide contains these sections: (1) "School Improvement in Nebraska: A Focus on Standards, Assessment, and Accountability"; (2) "Implementing Standards

in Nebraska Schools"; (3) "Conducting Assessment"; (4) "Developing a Local Assessment Plan"; (5) "Accountability Review and Reporting"; (6) "Common Questions and Answers"; and (7) "Appendices." The five appendices contain a list of definitions, a description of assessment policy, tables of coverage of selected tests, proposed plans for updating standards, and a sample chart for reporting. (SLD)

#### ED 455 257 TM 033 059

##### **Moving Forward with Assessment. Update #1. STARS: School-Based Teacher-Led Assessment and Reporting System.**

Nebraska State Dept. of Education, Lincoln.

Pub Date—2000-05-00

Note—45p.; For documents related to Nebraska's School-Based Teacher-Led Assessment and Reporting System, see TM 033 058-063.

Available from—Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987. Tel: 402-481-2444.

Pub Type—Guides - Non-Classroom (055)

##### **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Standards, Criteria, \*Educational Planning, Elementary Secondary Education, Research Reports, \*School Districts, State Legislation, \*State Standards, \*Student Evaluation, Test Results

Identifiers—\*Local Assessment Package, \*Nebraska

This guide is intended to provide new and updated information for Nebraska educators in developing procedures for implementation of the Nebraska School-Based Teacher-Led Assessment and Reporting System (STARS). The information supports and updates information in the 1999 STARS guide and the STARS "Toolkit" of December 1999. It is intended to be used with this guide and toolkit and relates to specific sections of the guide. The update contains these sections: (1) "Legislative Update: Requirements of LB 812"; (2) "Assessment and Reporting Schedule"; (3) "Local Assessment Plan Reminders and Procedures"; (4) "Quality Criteria for Local Assessments"; (5) "Special Populations Information"; (6) "Statewide Writing Assessment"; and (7) "Coverage of State Standards by Achievement Tests." (SLD)

#### ED 455 258 TM 033 060

##### **A STARS Summary. Update #2. STARS: School-Based Teacher-Led Assessment and Reporting System.**

Nebraska State Dept. of Education, Lincoln.

Pub Date—2000-08-00

Note—8p.; For documents related to Nebraska's School-Based Teacher-Led Assessment and Reporting System, see TM 033 058-063.

Available from—Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987. Tel: 402-481-2444.

Pub Type—Guides - Non-Classroom (055)

##### **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, Criteria, \*Educational Planning, Elementary Secondary Education, Research Reports, \*School Districts, State Legislation, \*State Standards, \*Student Evaluation, Test Results

Identifiers—\*Local Assessment Package, \*Nebraska

This update is intended to provide a summary of current information for implementing the Nebraska School-Based Teacher-Led Assessment and Reporting System (STARS). It is part of a series of materials provided by the Nebraska Department of Education beginning with the STARS guide of 1999. The summary includes background information, including the purpose of STARS, Nebraska's statutory requirements related to educational accountability, and information regarding the Nebraska standards. The second section focuses on planning for implementation in school year 2000-2001, including: (1) development of the local assessment plan; (2) conducting local assessment of standards; (3) participating in statewide writing assessment; and (4) submitting assessment models. The third section contains future schedules, and the fourth contains definitions of terms used in the STARS initiatives. (SLD)

#### ED 455 259 TM 033 061

##### **Writing Assessment. Update #3. STARS: School-Based Teacher-Led Assessment and Reporting System (STARS).**

Nebraska State Dept. of Education, Lincoln.

Pub Date—2000-09-00

Note—24p.; For documents related to Nebraska's School-Based Teacher-Led Assessment and Reporting System, see TM 033 058-063.

Available from—Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987. Tel: 402-481-2444.

Pub Type—Guides - Non-Classroom (055)

##### **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, Criteria, Educational Planning, Elementary Secondary Education, Research Reports, \*School Districts, State Legislation, \*State Standards, \*Student Evaluation, Test Results, Testing Problems, \*Writing Tests

Identifiers—\*Local Assessment Package, \*Nebraska

This update provides information for implementing the Nebraska Statewide Writing Assessment. It is intended to assist local educators in planning and preparing for the writing assessment being initiated in all public schools in Nebraska in grades 4, 8, and 11 in February 2001. The update continues the series of materials provided by the Nebraska State Department of Education to assist in the implementation of the School-Based Teacher-Led Assessment and Reporting System (STARS). The update contains these chapters: (1) "Statewide Writing Assessment Parameters"; (2) "Implementation Procedures"; (3) "Writing Accommodations"; (4) "Good Teaching Practices"; (5) "Inclusion of English Language Learner Guidelines"; (6) "Modes for Writing"; (7) "Sample Prompts for Writing"; (8) "Six Traits of Writing"; and (9) "Scoring Guides and Process." (SLD)

#### ED 455 260 TM 033 062

##### **Planning for Writing Assessment, Assessment Reporting, Model Assessments. Update #4. STARS: School-Based Teacher-Led Assessment and Reporting System.**

Nebraska State Dept. of Education, Lincoln.

Pub Date—2000-12-00

Note—23p.; For documents related to Nebraska's School-Based Teacher-Led Assessment and Reporting System, see TM 033 058-063.

Available from—Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987. Tel: 402-481-2444.

Pub Type—Guides - Non-Classroom (055)

##### **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, Criteria, Educational Planning, Elementary Secondary Education, Research Reports, \*School Districts, State Legislation, \*State Standards, \*Student Evaluation, Test Results, \*Writing Tests

Identifiers—\*Local Assessment Package, \*Nebraska

This update provides information about statewide writing assessment administration procedures in Nebraska and statewide assessment reporting, and contains a review of model assessments. The information is intended to assist local educators in planning and preparing for the Statewide Writing Assessment in February 2001 and the reporting of local assessment information in June 2001. The update continues the series of materials provided by the State Department of Education to assist in the implementation of the School-Based Teacher-Led Assessment and Reporting System (STARS). The statewide writing assessment was planned to assess all public school students in grades 4, 8, and 11 in February 2001 in a 2-day assessment with drafts generated the first day and revised on the second day. Guidelines are presented for administering the assessment. The reports, due in June 2001, relate to progress toward reading, speaking, and listening standards. A review of model assessments has been legislated as part of the Nebraska accountability process in STARS, and this update clarifies the requirements for choosing, implementing, and reporting assessments on a local basis. (SLD)

#### ED 455 261 TM 033 063

##### **Statewide Writing Assessment Follow-Up; Federal Reporting Requirements; Preparing the School District Assessment Portfolio. Update #5. STARS: School-Based Teacher-Led Assessment and Reporting System.**

Nebraska State Dept. of Education, Lincoln.

Pub Date—2001-03-00

Note—23p.; For documents related to Nebraska's School-Based Teacher-Led Assessment and Reporting System, see TM 033 058-062.

Available from—Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509-4987. Tel: 402-481-2444.

Pub Type—Guides - Non-Classroom (055)

##### **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, Criteria, Educational Planning, Elementary Secondary Education, Portfolio Assessment, Portfolios (Background Materials), Research Reports, \*School Districts, State Legislation, \*State Standards, \*Student Evaluation, Test Results, \*Writing Tests

Identifiers—\*Local Assessment Package, \*Nebraska

This update provides information about the Nebraska Statewide Writing Assessment follow-up, the federal reporting of assessment information, and preparing the school District Assessment Portfolio. The information is intended to assist local educators in the reporting of local assessment information in June 2001. The update on the writing assessment discusses the scores that meet Nebraska state writing standards and outlines the reports school districts will receive when the scoring process is complete. The section on federal reporting requirements discusses the reporting of student performance on reading, speaking, and listening standards due to the state in June 2001 and the reports due the federal government for limited English speakers and students receiving Title I services. The third section of the report concerns preparing the school district for the Assessment Portfolio each district must submit to describe how it has met the quality criteria for assessment defined in May 2000 during the 2000-2001 school year. (SLD)

#### ED 455 262 TM 033 064

##### **Nebraska State Report Card, 1999-2000 = Tarjeta informativa del Estado de Nebraska, 1999-2000.**

Nebraska State Dept. of Education, Lincoln.

Pub Date—2001-00-00

Note—14p.; The "Omaha World-Herald" assisted the Nebraska Department of Education with the production and distribution of the State Report Card.

Language—English, Spanish

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

##### **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, College Entrance Examinations, Educational Finance, Elementary Secondary Education, \*Enrollment, National Norms, Scores, Spanish, \*State Programs, Tables (Data), Teacher Education, Teacher Salaries, \*Test Results, Testing Programs

Identifiers—ACT Assessment, \*Nebraska

This report, printed in English and Spanish versions, is the first Nebraska State Report Card. It provides a snapshot of Nebraska schools using statewide averages. Nebraska students scored better than students nationwide in reading, with 60% of Nebraska students in grades 3-4, 7-8, and 10-12 scoring above the median on a standardized reading test. Nebraska students also scored better than students nationwide in mathematics. The report card shows that Nebraska student enrollment grew from 1984 through 1997, but that it since has declined slightly. Many changes have occurred to increase the diversity of Nebraska students and the numbers requiring special services. In Nebraska, 73% of high school students took the ACT Assessment, and they outscored their peers nationally on this college entrance examination. National Assessment of Educational Progress results showed that Nebraska students consistently outscored their peers. The state's



high school graduation rate has consistently remained high. Information is also provided about Nebraska's public school teachers, the subjects in which they majored, their average salaries, and their attendance in the classroom. Some information is given about the state's 593 school districts and the financial support the districts receive. (Contains 10 figures and 3 tables.) (SLD)

**ED 455 263** TM 033 066

*Phelps, Richard P.*

**Test Bashing Series.**

Pub Date—2001-00-00

Note—101p.; Some printout pages missing some text at the right margin.

Available from—For full text: <http://www.EducationNews.org>.

Pub Type—Opinion Papers (120)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, \*Achievement Tests, Educational Change, Elementary Secondary Education, \*Standardized Tests, State Programs, Test Results, \*Test Use, Test Wiseness, Testing Problems, \*Testing Programs Identifiers—\*Texas Assessment of Academic Skills

This document consists of 14 articles which appeared in the electronic news bulletin, "EducationNews.org," and which were part of a series on "Test Bashing," a discussion of the use of standardized tests that focuses on controversies surrounding the Texas Assessment of Academic Skills and test score improvements in Texas. The articles are: (1) "The 'Washington Post' Advocates State Student Testing Programs, But Not in Texas. Test Bashing Texas, Part 1"; (2) "The Research Sez...Standardized Tests Are Horrible and Terrible. Test Bashing Texas, Part 2"; (3) "The Education Press's Cop-Out on Student Testing. Test Bashing, Part 3"; (4) "That 'Backlash' That Testing Opponents So Desperately Crave. Test Bashing, Part 4"; (5) "More on Texas Testing and School Reform. Test Bashing, Part 5"; (6) "The Education Press's Cop-Out on Testing (continued). Test Bashing, Part 6"; (7) "The Unfortunate Bias of the Education Writers' Association. Test Bashing, Part 7"; (8) "Walt Haney's Texas Obsession, Part 1: SAT Scores. Test Bashing, Part 8"; (9) "Walt Haney's Texas Obsession, Part 2: NAEP Scores. Test Bashing, Part 9"; (10) "Walt Haney's Texas Obsession, Part 3: Texas as a Pariah State. Test Bashing, Part 10"; (11) "Walt Haney's Obsession, Part 4: Dreams of Dropouts. Test Bashing, Part 11"; (12) "Education Week's Anti-Testing Bias: It May Start at the Top. Test Bashing, Part 12"; (13) "The Sad End of Objectivity at the Education Commission of the States. Test Bashing, Part 13"; and (14) "The 'New' Rand Report: Of Course, It's Biased and Contrived, and You're Surprised? Test Bashing, Part 14." (SLD)

**ED 455 264** TM 033 067

**Report and Recommendations to the Delaware State Board of Education for: Establishing Proficiency Levels for the Delaware Student Testing Program in Reading, Writing, and Mathematics.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—1999-08-26

Note—78p.

Pub Type—Numerical/Quantitative Data (110) — Reports—Evaluative (142)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—\*Achievement Tests, \*Cutting Scores, Elementary Secondary Education, Judges, Mathematics Tests, Reading Tests, Standardized Tests, State Programs, Testing Programs, Writing Tests

Identifiers—\*Delaware Student Testing Program, \*Standard Setting

This document contains the results of a standard setting conducted between August 2 and August 12, 1999, on the Delaware Student Testing Program (DSTP) Mathematics, Reading, and Writing subtests at grades 3, 5, 8, and 10. At the standard setting, judges were asked to recommend only the cut point between "Below the Standard" and "Meets the Standard" and the cut point between "Meets the Standard" and "Exceeds the Standard." The Delaware State Department of Education then used these

cut points to recommend the remaining two cut points ("Distinguished" and "Well Below the Standard"). The cut points are recommended to the State Board of Education for the three domains. Once the State Board of Education approves a set of cut points for the subtests, the results will be applied to the 1999 test scores, which will then be released to students and schools. Then, students will need to achieve to the level of "Meets the Standard" to be eligible for promotion to the next grade level; and for students in grade 10, the tests will serve as eligibility criteria for a state diploma. It is possible that a "fairness" adjustment may be made since some high school students will have had the opportunity to be in a standards-based classroom for only a few years. Five appendices contain judge-by-judge recommendations, information on the judges, a data comparison for 1998 and 1999, data disaggregations, and a survey of the standard setting participants. (Contains 14 figures and 30 tables.) (SLD)

**ED 455 265** TM 033 068

**Delaware's College-Bound Seniors: 1999 SAT & AP Results for Delaware and the Nation.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—1999-00-00

Note—14p.

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Advanced Placement Programs, \*College Bound Students, College Entrance Examinations, \*High School Seniors, High Schools, Minority Groups, Participation, \*Scores, \*Test Results Identifiers—\*Delaware, \*Scholastic Assessment Tests

This summary report, based on College Board profiles, contains information specific to Delaware students who took the Scholastic Assessment Tests (SAT) and Advanced Placement Examinations in 1999—representing more than 5,500 college-bound seniors representing public and private high schools throughout the state. National data are included to help put state scores into context, and summary information over several years assists in tracking change over time. The participation of Delaware students in the SAT (68%) exceeded the national rate by 24%. Delaware males, with an average SAT I verbal score of 509, equaled their national counterparts, but their average mathematics score of 517 was below the national average of 531. Averages for Delaware males exceeded those of Delaware females by 11 points in verbal and 37 points in mathematics. About 25% of the state's test takers were members of minority groups, and the average scores for all Delaware minorities, except Asian and Hispanic students, fell below those of their national peers. The number of Delaware students who reported plans for Advanced College Placement (42%) remained below the national norm (53%), but the number of Delaware students who participated in Advanced Placement (AP) grew by 6.6%, compared to a national increase of 11.0%. The number of AP examinations taken increased, as did the number of Delaware candidates who received qualifying scores. Summary information is also given for Delaware's private schools. Recommendations to sustain progress toward educational equity and academic excellence for all Delaware students center on increasing the numbers of students who take the SAT and participate in AP programs. A list of the institutions receiving the greatest numbers of reported scores from Delaware students is attached. (SLD)

**ED 455 266** TM 033 069

**Delaware Student Testing Program: A Score Results Guide for Boards and Administrators.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—2000-00-00

Note—90p.; For the guide for teachers, see TM 033 070; for the guide for parents, see TM 033 071.

Available from—Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (document no. 95-01/00/06/07, microfiche). For full text: <http://www.doe.state.de.us>.

ver, DE 19903 (document no. 95-01/00/06/07, microfiche). For full text: <http://www.doe.state.de.us>.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—\*Administrators, \*Boards of Education, Elementary Secondary Education, \*Scores, State Programs, Test Construction, Test Interpretation, \*Test Results, Testing Programs

Identifiers—\*Delaware Student Testing Program

This guide describes the Delaware Student Testing Program (DSTP) and includes information about the program and its results that will be useful for administrators and members of boards of education. In spring 1998, the Department of Education, in conjunction with Harcourt Educational Measurement, began its annual administration of the DSTP reading, writing, and mathematics tests for students in grades 3, 5, 8, and 10 to provide an accurate measure of how students are doing relative to Delaware's rigorous content standards. In spring 2000 the science and social studies tests were administered in grades 8 and 11, and a version of these tests designed for grades 4 and 6 were administered in fall 2000. This guide contains the following sections: (1) "Introduction to the DSTP"; (2) "Understanding the Language Arts Report"; (3) "Understanding the Mathematics Report"; and (4) "Understanding the Science and Social Studies Report." The sections on the subject matter reports contain details about individual, school summary, and district summary reports, score comparisons, performance levels, and instructional needs identified by the reports. Information is also provided for principals, superintendents, and boards of education for using the instructional needs comments. Two appendixes contain sample reports. (SLD)

**ED 455 267** TM 033 070

**Delaware Student Testing Program: A Score Results Guide for Teachers.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—2000-00-00

Note—119p.; For the guide for boards and administrators, see TM 033 069; for the guide for parents, see TM 044 071.

Available from—Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (document no. 95-01/00/06/06, microfiche). For full text: <http://www.doe.state.de.us>.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Scores, State Programs, \*Teachers, Test Construction, Test Interpretation, \*Test Results, Testing Programs

Identifiers—\*Delaware Student Testing Program

This guide contains materials to help teachers understand and use the reports from the Delaware Student Testing Program (DSTP). In spring 1998, the Department of Education, in conjunction with Harcourt Educational Measurement, began its annual administration of the DSTP reading, writing, and mathematics tests for students in grades 3, 5, 8, and 10 to provide an accurate measure of how students are doing relative to Delaware's rigorous content standards. In spring 2000 the science and social studies tests were administered in grades 8 and 11, and a version of these tests designed for grades 4 and 6 were administered in fall 2000. This guide contains the following sections: (1) "Introduction to the DSTP"; (2) "Understanding the English Language Arts Report"; (3) "Understanding the Mathematics Report"; and (4) "Understanding the Science and Social Studies Report." For each subject area, information is provided about individual, school summary, and district summary reports, and norms, score comparisons, and the instructional needs identified by the reports. Ideas are provided for using the identified instructional needs and test performance analyses at the appropriate grades. One appendix contains sample reports from Harcourt Educational Measurement. A second appendix contains samples of items for each part of the DSTP, and the third appendix contains sample district reports. (SLD)

**ED 455 268** TM 033 071**Delaware Student Testing Program: A Score Results Guide for Parents.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—2000-00-00

Note—51p.; For the guide for boards and administrators, see TM 033 069; for the guide for teachers, see TM 033 070.

Available from—Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (document no. 95-01/00/06/05, microfiche). For full text: <http://www.doe.state.de.us>.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Parents, \*Scores, State Programs, Test Construction, Test Interpretation, \*Test Results, Testing Programs

Identifiers—\*Delaware Student Testing Program

This report is intended to help parents understand the Delaware Student Testing Program (DSTP) and the reports generated by the testing program. In spring 1998, the Department of Education, in conjunction with Harcourt Educational Measurement, began its annual administration of the DSTP reading, writing, and mathematics tests for students in grades 3, 5, 8, and 10 to provide an accurate measure of how students are doing relative to Delaware's rigorous content standards. In spring 2000 the science and social studies tests were administered in grades 8 and 11, and a version of these tests designed for grades 4 and 6 were administered in fall 2000. This guide contains the following sections: (1) "Introduction to the DSTP"; (2) "Understanding the English Language Arts Report"; (3) "Understanding the Mathematics Report"; (4) "Understanding the Science and Social Studies Report"; and (5) "Suggestions on How to Help Students Do Better in School." An appendix contains sample reports. (SLD)

**ED 455 269** TM 033 072**Delaware Student Testing Program: State Summary Report—Reading, Mathematics, Writing, Spring 2000 Administration.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—2000-06-00

Note—196p.; The results in this report represent a collaborative effort between the Delaware Department of Education, Delaware educators, and Harcourt Educational Measurement. For the summary report for science and social studies for grades 8 and 11, see TM 033 075. For the summary report for science and social studies for grades 4 and 6, see TM 033 076.

Available from—For full text: <http://www.doe.state.de.us/aab>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Academic Achievement, Elementary Secondary Education, Mathematics Achievement, Reading Achievement, \*Scores, \*State Programs, \*Test Results, \*Testing Programs, Writing Achievement

Identifiers—\*Delaware Student Testing Program

This report presents the results of the third administration of the Delaware Student Testing Program (DSTP). These results are part of a long-term effort to gather data on the educational progress of Delaware students and to use the data to inform decisions about instruction. Reading, writing, and mathematics results are summarized in this report; social studies and science data for grades 8 and 11 are to be reported in fall 2000. The reading and mathematics data are reported as National Percentile Rankings (NPRs), Standards-Based Scores (SBSs), and Performance Levels (PLs). The NPRs (not available for writing) come from a subset of items embedded in the test that were also given to a representative sample of students across the country. The SBSs measure students' progress toward Delaware standards in each content area, and PLs tell how students are performing relative to the state's content standards. DSTP data will enable educators and the public to determine how well Delaware's students are performing over time. To determine how well educators are meeting the needs of all learners, DSTP data are disaggregated by gender, race/ethnicity, free/reduced price meal eligibility, Title I status, disability, English proficiency, and migrant status. Appendix A contains 1999 state and district data, and Appendix B contains school results. Appendix C contains data disaggregated by group, grade, and subject, and Appendix D contains school level scores by free and reduced price meal eligibility. (Contains 40 charts and 39 tables.) (SLD)

aware's students are performing over time. To determine how well educators are meeting the needs of all learners, DSTP data are disaggregated by gender, race/ethnicity, free/reduced price meal eligibility, Title I status, disability, English proficiency, and migrant status. Appendix A contains 1999 state and district data, and Appendix B contains school results. Appendix C contains data disaggregated by group, grade, and subject, and Appendix D contains school level scores by free and reduced price meal eligibility. (Contains 40 charts and 39 tables.) (SLD)

**ED 455 270** TM 033 073**Delaware Student Testing Program: State Report for 2000 DSTP Writing Assessment.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—2000-10-00

Note—38p.; For a report on the special writing study, see TM 033 074.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Elementary Secondary Education, \*Scores, \*State Programs, \*Test Results, \*Testing Programs, Writing Achievement, \*Writing Tests

Identifiers—\*Delaware Student Testing Program

This report compares students' scores on the 2000 Delaware Student Testing Program (DSTP) writing assessment with the writing scores of their counterparts in 1998 and 1999. In addition, the results of a writing study are discussed briefly. Delaware students in grades 3, 5, 8, and 10 took the 2000 DSTP writing assessment, responding to a text-based writing task and a stand-alone writing prompt. Each student's response to the text-based task was scored by one trained reader, and responses to the stand-alone task were scored by two readers. A look at the 3 years' writing data shows that stand-alone writing scores dropped slightly across grades in 1999 from 1998, but increased somewhat in 2000 from 1999. The majority of the changes were less than one third of a standard deviation, with the exception of grade 10, where increases were larger. The text-based scores showed a trend toward decline across the grades, especially from 1999 to 2000, except in grade 2000. A research study was designed and conducted to study the possible reasons for low performance on the text-based writing in 2000. This study relied on review by a panel of teachers who rescored anchor papers for each grade and review of student writings by a second panel of teachers. Results of this study are reported separately. (Contains 4 figures and 10 tables.) (SLD)

**ED 455 271** TM 033 074

Zhang, Liru

**Delaware Student Testing Program: Report on Special Writing Study.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—2000-10-00

Note—113p.; For a report on the comparison of Delaware Student Testing Program results for 1998 through 2000, see TM 033 073.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Academic Achievement, Elementary Secondary Education, Elementary School Students, \*Low Achievement, \*Scores, Scoring, State Programs, Teachers, \*Test Results, \*Testing Programs, Writing Achievement, \*Writing Tests

Identifiers—\*Delaware Student Testing Program

This study investigated possible reasons for the low performance on the text-based writing assessment of the Delaware Student Testing Program (DSTP) in 2000, especially for grades 3 and 5, and considered ways to improve classroom instruction. In the first part of the study, a panel of teachers reviewed the anchor papers from the assessment and the process of testing. Panel members rescored the anchor papers of a given grade independently and then worked in a small group to discuss and finalize their scores. In the second part of the study,

a second panel of teachers participated in a rescoring session for a sample of 100 text-based writings per grade, scoring students' writings holistically and analytically using the five-point scoring rubric. Both panels also reviewed the directions for administering the test and test booklets. Results of the study are reported in the categories of: (1) the process of testing; (2) construct validity evidence; (3) text-based writing scoring; (4) text-based writing development; and (5) text-based writing instruction. In each of these categories, some possible explanations for student performance were identified, including the introduction of a new text-based writing task at each grade level in 2000, as exemplified by the change from persuasive writing to informative writing at grade 3. The paper cautions that the study was done rapidly and that much additional research is needed, focusing on the stability of scores over time and the processes of reader training and scoring. Attachments contain the scoring rubric, instructions for the anchor paper review, rescoring directions, a list of panel members, correlation matrices, and records for the rescoring. (Contains 14 tables, 4 figures, and 8 references.) (SLD)

**ED 455 272** TM 033 075**Delaware Student Testing Program: State Summary Report—Science & Social Studies, Spring 2000 Administration. Grades 8 & 11.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—2000-12-00

Note—79p.; The results in this report represent a collaborative effort between the Delaware Department of Education, Delaware educators, and Harcourt Educational Measurement. For the summary report for reading, mathematics, and writing, see TM 033 072. For the science and social studies reports for grades 4 and 6, see TM 033 076.

Available from—For full text: <http://www.doe.state.de.us/aab>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Achievement, High School Students, High Schools, Junior High School Students, Junior High Schools, \*Raw Scores, \*Science Tests, \*Social Studies, \*State Programs, \*Test Results, \*Testing Programs

Identifiers—\*Delaware Student Testing Program

This report contains the results from the first administration of the 8th and 11th grade science and social studies portions of the Delaware Student Testing Program (DSTP). As such, they are an important part of the state's efforts to educate all students to a higher level. Science and social studies data for grades 8 and 11 are summarized here; results for grades 4 and 6 are published separately. The data represent the first stage of providing information about student performance relative to the state's standards in science and social studies. This year's data are reported as raw scores, that is, the number of points correct out of the total number of points possible for each reporting category. The mean raw scores only indicate averages, not success or failure in the subjects assessed. Following the second administration of the science and social studies tests, the raw scores will be converted to scale scores and performance levels that indicate the degree to which students are meeting state expectations in science and social studies. Like the writing portion of DSTP, there are no national percentile rankings for the science and social studies tests because they were developed by Delaware educators and are not administered nationally. Data are also provided on student participation in these tests, including information on accommodations and exemptions. Data are disaggregated to allow later comparisons for groups of interest. The first appendix contains school district results, and the second appendix contains school results. The third appendix contains data disaggregations. (Contains 4 graphs and 15 tables.) (SLD)

ED 455 273

TM 033 076

**Delaware Student Testing Program: State Summary Report—Science & Social Studies, Fall 2000 Administration. Grades 4 & 6.**

Delaware State Dept. of Education, Dover. Assessment and Accountability Branch.

Pub Date—2001-03-00

Note—79p.; The results in this report represent a collaborative effort between the Delaware Department of Education, Delaware educators, and Harcourt Educational Measurement. For the summary report for reading, mathematics, and writing, see TM 033 072. For the science and social studies report for grades 8 and 11, see TM 033 075.

Available from—For full text: <http://www.doe.state.de.us/aab>.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Academic Achievement, Intermediate Grades, \*Raw Scores, \*Science Tests, \*Social Studies, \*State Programs, \*Test Results, Testing Programs

Identifiers—\*Delaware Student Testing Program

This report contains the results from the first administration of the fourth and sixth grade science and social studies portions of the Delaware Student Testing Program (DSTP). As such, they are an important part of the state's efforts to educate all students to a higher level. Science and social studies data for grades 4 and 6 are summarized here; results for grades 8 and 11 are published separately. The data represent the first stage of providing information about student performance relative to the state's standards in science and social studies. This year's data are reported as raw scores, that is, the number of points correct out of the total number of points possible for each reporting category. The mean raw scores only indicate averages, not success or failure in the subjects assessed. Following the second administration of the science and social studies tests, the raw scores will be converted to scale scores and performance levels that indicate the degree to which students are meeting state expectations in science and social studies. Like the writing portion of the DSTP, there are no national percentile rankings for the science and social studies tests because they were developed by Delaware educators and are not administered nationally. Data are also provided on student participation in these tests, including information on accommodations and exemptions. Data are disaggregated to allow later comparisons for groups of interest. The first appendix contains school district results, and the second appendix contains school results. The third appendix contains data disaggregations to show scores for groups of special interest. (Contains 4 graphs and 11 tables.) (SLD)

ED 455 274

TM 033 077

**Information Works! Measuring Rhode Island Schools for Change 2000. Statewide Analysis, 2000. Productive, Caring and Mutually Intriguing Teacher/Student Relationships: What's It Going To Take?**

Rhode Island State Dept. of Elementary and Secondary Education, Providence.

Pub Date—2000-00-00

Note—48p.; For the 1999 "Information Works," see ED 434 117.

Available from—National Center for Public Education and Social Policy at the University of Rhode Island, Shepard Building, 80 Washington Street, Providence, RI 02903 (\$30). Tel: 401-277-5045.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Achievement, Educational Change, Elementary Secondary Education, Institutional Characteristics, \*School Districts, School Statistics, Standardized Tests, State Programs, Student Characteristics, Ta-

bles (Data), \*Teacher Student Relationship, Test Results

Identifiers—\*Rhode Island

This annual report presents state-level data about education in Rhode Island, focusing this year on what appears to support or obstruct the relationship most central to education, that of teacher and student. Data are provided for the state's 37 school districts (including 1 operated by the state). The sections of the report are: (1) "Student Achievement—Measuring How Well the Student/Teacher Relationship Is Fulfilling Its Task"; (2) "Student Achievement Adjusted for 'Value-Added'—Measuring How Well Schools Support the Student/Teacher Relationship"; (3) "Supporting Teachers—The Teacher's Job Has Changed"; (4) "Supporting Students—Kids Face More Challenges Than Ever"; (5) "Supporting Teachers and Students with Adequate Financial Resources—From the District, the Town and the State"; and (6) "Conclusion: A Focus on the Teacher/Student Relationship Will Help Focus Disparate Efforts and Initiatives." Results from the National Assessment of Educational Progress and other national measures suggest that Rhode Island students' academic achievement scores are right around the national average. The scores of Rhode Island students are similar to those of students in states like Texas, California, and Virginia, which are as socially and ethnically diverse as Rhode Island. However, Rhode Island ranks below other New England states academically. Most Rhode Island schools and districts have begun the serious work of improving student achievement. To maximize the efficiency of improvement efforts, all educational decisions should be evaluated in terms of what they will mean for the student/teacher relationship. The report provides select information from the School Accountability for Teaching and Learning (SALT) Surveys that students, teachers, and parents in Rhode Island complete each year. (Contains 7 tables and 12 figures.) (SLD)

ED 455 275

TM 033 078

Snyder, Thomas D. Hoffman, Charlene M.

**Digest of Education Statistics, 2000.**

National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-2001-034; ISBN-0-16-050764-2

Pub Date—2001-03-00

Note—655p.; For the 1999 edition, see ED 436 861.

Available from—ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free). Superintendent of Documents, U.S. Government Printing Office, Mail: Stop SSOP, Washington, DC 20402-0001. Tel: 202-512-1800.

Pub Type— Numerical/Quantitative Data (110)

**EDRS Price — MF03/PC27 Plus Postage.**

Descriptors—Adult Education, Educational Attainment, Educational Finance, \*Elementary Secondary Education, Federal Aid, Federal Programs, Graduate Study, \*Higher Education, Outcomes of Education, School Demography, School Personnel, \*School Statistics, \*Statistical Data, Tables (Data), Vocational Education

Identifiers—National Center for Education Statistics

This edition of the "Digest of Education Statistics" is the 36th in a series that provides a compilation of statistical information covering the broad field of U.S. education from kindergarten through graduate school. The Digest includes data from many sources, both government and private, and draws heavily on work done by the National Center for Education Statistics. The publication contains information on a variety of subjects, including the numbers of schools and colleges, teachers, enrollments, and graduates, in addition to educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information on population trends, attitudes on education, education characteristics of the labor force, government finances, and economic trends provide background information for evaluating education data. This edition contains a significant amount of new material, including information on: (1) public school build-

ing deficiencies; (2) the distribution of high school completers; (3) percent of high school dropouts; (4) average reading proficiency for eighth graders; (5) states with assessment programs in language arts, reading, and writing; (6) enrollment and degrees conferred in women's colleges; (7) total revenue of private not-for-profit degree-granting institutions; and (8) total expenses of private not-for-profit degree-granting institutions. An appendix contains a guide to tabular presentation, a guide to sources, definitions, and an index of table numbers. (Contains 33 figures and 438 tables.) (SLD)

ED 455 276

TM 033 079

Ediger, Marlow

**Taking Tests: More Time for the Handicapped?**

Pub Date—2001-00-00

Note—8p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), \*Disabilities, \*Educational Policy, Elementary Secondary Education, Standardized Tests, \*Testing Problems, \*Timed Tests

This paper discusses issues related to testing accommodations for the disabled, focusing on the provision of extra time in testing. Recent research on learning styles and multiple intelligences makes the case for allowing for student individuality in instruction, but considering these theories in designing test accommodations could lead to endless changes. Among the questions that must be considered when state mandated tests are given is whether the student would be hindered in indicating what had been learned if no accommodations were made. It is also important to determine whether accommodations are to be considered on a case-by-case basis and who will decide the accommodations to be made. Other considerations are the threat of litigation if accommodations are not made and general issues of fairness. A complete review of standardized testing practices should be conducted to determine the proper place of testing and the proper use of tests before appropriate accommodations can be designed. (SLD)

ED 455 277

TM 033 080

Bembenuty, Hefer McKeachie, Wilbert J. Karabenick, Stuart A. Lin, Yi-Guang

**Teaching Effectiveness and Course Evaluation: The Role of Academic Delay of Gratification.**

Pub Date—2001-04-00

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*College Students, \*Course Evaluation, \*Delay of Gratification, Higher Education, \*Instructional Effectiveness, Social Cognition, \*Student Evaluation of Teacher Performance, Student Motivation

Identifiers—\*Self Regulated Learning

This study adopted a social cognitive approach to examine the association between academic delay of gratification and students' rating of teachers and course effectiveness. Also investigated were the motivational tendencies of students and teacher and classroom characteristics that served to clarify the association. Participants were 113 college students in introductory psychology, statistics, and political science courses. Some analyses were conducted with a subgroup for whom final course grades were available. Findings suggest that academic delay of gratification, which was conceptualized as a self-regulatory learning strategy, was positively and significantly correlated to students' rating of the course and teaching effectiveness. It was also found that academic delay of gratification was a significant predictor of students' rating of the instructors. Delay of gratification was a significant and positive predictor of students' final course grades also which proved to be true even when researchers controlled for the effect of rating of the instructor and rating of the course. These findings are discussed in the con-



text of B. Zimmerman's cyclical model of self-regulation. Implications for education and future research are discussed. Two appendixes contain some sample items from the academic delay of gratification measure. (Contains 3 tables and 27 references.) (SLD)

**ED 455 278** TM 033 081

Fan, Xitao

**Using Commonly Available Software for Conducting Bootstrap Analyses.**

Pub Date—2001-04-00

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Computer Software, Educational Research, Heuristics, \*Nonparametric Statistics, Psychological Studies, Reliability, \*Research Methodology, Statistical Inference

Identifiers—\*Bootstrap Methods

Bootstrap analysis, both for nonparametric statistical inference and for describing sample results stability and replicability, has been gaining prominence among quantitative researchers in educational and psychological research. Procedurally, however, it is often quite a challenge for quantitative researchers to implement bootstrap analysis in their research because bootstrap analysis is typically not an automated program option in statistical software programs. This paper uses a few heuristic analytical examples to show how bootstrap analysis can be accomplished through the use of some commonly available statistical software programs. Until bootstrap analysis becomes an automated program option in standard statistical software programs (e.g., the Statistical Package for the Social Sciences or the Statistical Analysis System), quantitative researchers may have to make do with these or other creative approaches to accomplish bootstrap analysis in their research. (Contains 4 tables, 10 figures, and 37 references.) (Author/SLD)

**ED 455 279** TM 033 082

Fan, Xitao; Yin, Ping

**Sample Characteristics and Measurement Reliability: An Empirical Exploration.**

Pub Date—2001-04-00

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Error of Measurement, \*Measurement Techniques, \*Reliability, Sample Size, \*Sampling

Identifiers—Heterogeneity of Variance, Iowa Tests of Basic Skills, Texas Assessment of Academic Skills

The literature on measurement reliability shows the consensus that group heterogeneity with regard to the trait being measured is a factor that affects the sample measurement reliability, but the degree of such effect is not entirely clear. Sample performance also has the potential to affect measurement reliability because of its effect on the relative magnitude of error score variance. This paper empirically examines the effects of these two sample characteristics on measurement reliability. Two large extant data sets are used in the investigation. One set of data was for 50,000 students from the criterion-referenced Texas Assessment of Academic Skills, and the other was for 10,000 students from the norm-referenced Iowa Tests of Basic Skills. The results suggest that both group variability and group performance level affect measurement reliability, and measurement error tends to be smaller for high-performance samples than for low performance samples. (Author/SLD)

**ED 455 280** TM 033 083

Arce-Ferrer, Alvaro J. Cab, Victor Pech Cisneros-Cohernour, Edith J.

**Teachers' Assessment Competencies.**

Pub Date—2001-04-00

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Administrators, \*Competence, Counselors, Educational Assessment, \*Educational Practices, Foreign Countries, \*Knowledge Level, \*Student Evaluation, \*Teacher Attitudes, \*Teachers

Identifiers—\*Mexico

This paper summarizes main findings from an investigation of the familiarity and importance of assessment practices from the perspectives of Mexican teachers, counselors, and administrators. A survey that listed 74 practices, sampling 7 areas of competencies, was assembled from the Code of Fair Testing Practices in Education, the Standards for Teacher Competence in Educational Assessment of Students, Career Counseling Competencies, and relevant assessment practices for Mexico. The survey inquired about the degree of familiarity and degree of importance of the practices for professional development using a continuous score scale. The survey was administered to 200 participants from southern Mexico. Results indicate the familiarity of participants with a great number of the assessment practices. Teachers' answers about the importance of assessment practices for professional development clustered into three groups: (1) skill in choosing assessment methods for instructional decisions; (2) increasing reliability of tests for grading; and (3) skill in communicating assessment results to students. Among the somewhat important knowledge and skills participants identified examining samples of questions or specimen sets, making the least possible measurement error in assessment, and acquiring knowledge about current issues related to computer-assisted career guidance. A third group of practices, considered the least relevant, related to knowledge of statutes related to client confidentiality, knowledge of procedures parents or students may use to complain about assessment, and interpreting grade equivalency scores. (Contains 9 tables and 12 references.) (Author/SLD)

**ED 455 281** TM 033 084

Arce-Ferrer, Alvaro J. Cisneros-Cohernour, Edith J.

**Standardized Assessment in Mexico: Issues on Interpretation and Use of Assessment Results.**

Pub Date—2001-04-00

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Culture Fair Tests, English, Foreign Countries, \*High School Students, High Schools, \*Measures (Individuals), Psychometrics, Reliability, \*Self Efficacy, \*Spanish, Test Construction, \*Translation, Validity

Identifiers—Career Decision Making Self Efficacy Scale, Emic Etic Analysis, \*Mexico

This paper summarizes main findings from a two-step investigation of the translation of a psychological scale from English into Spanish. The overall purpose of the study was to document the effects of tailoring a scale with etic items (i.e., culturally general items) and emic items (i.e., culture specific items) on the quality of the information. Other goals were to document the psychometric properties of self-efficacy scores for a sample of Spanish-speaking students from southern Mexico and to appraise the effects of extreme response style on total, factor, and item congruence. The short form of the Career Decision Making Self-Efficacy Scale (CDMSE-SF) (Betz, Klein, and Taylor, 1996) was tailored and administered to 3,000 high school students. Reliability and validity evidence was gathered using standard psychometric practices. For the second part of the study, the scale was administered to two samples of students differing in their extreme response styles. Total, factor, and item congruence

coefficients were gathered from Procrustes rotation. Reliability and validity evidence did not support the five-dimension structure of the self-efficacy construct. Reliability estimates for the translation were markedly inferior to those reported for the source language, and dimensions present in the source culture were not reproducible in the target culture. Students could not distinguish between items dealing with self-appraisal and items dealing with goal selection. The second part of the study corroborated these findings. Nonuniform effects of the extreme response style were found on etic and emic items. The observed no invariance might relate more to extreme response styles than self-efficacy. (Contains 8 tables and 34 references.) (Author/SLD)

**ED 455 282** TM 033 085

Wilczenski, Felicia L. Bontrager, Terry Ferguson, Tammi

**Functional Independence Measures for Students with Disabilities: Review of Issues and Methods.**

Pub Date—2001-00-00

Note—20p.

Pub Type—Information Analyses (070)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Diagnostic Tests, \*Disabilities, \*Evaluation Methods, \*Inclusive Schools, Literature Reviews

Identifiers—\*Functional Assessment

This review highlights issues in functional independence measurement and describes educationally-based functional independence measures applicable to students with disabilities. Increasing inclusion of students with disabilities in general education settings has resulted in a need for assessments to identify students' capabilities to meet the functional as well as academic demands of school. Students with disabilities often have difficulties at school because of physical, cognitive, behavioral, social, and emotional impairments that interfere with their ability to participate fully in learning activities. Specific norm-referenced and criterion-referenced instruments are reviewed for their usefulness in describing functional independence and functional challenges across educational settings. If the promise of legislative policies and school programs for students with disabilities is to be fulfilled, measures are needed to evaluate the functional impact of disabilities as well as the impact of educational curricula. (Contains 1 table and 29 references.) (Author/SLD)

**ED 455 283** TM 033 136

Strauss, J. P. Comp. van der Linde, H. J., Comp. Plekker, S. J., Comp.

**Education and Manpower Development, 1999.**

No. 19.

University of the Orange Free State, Bloemfontein (South Africa).

Report No.—ISBN-0-86886-633-4

Pub Date—2000-11-00

Note—57p.; Colored graphs and figures may not reproduce adequately. For the 18th publication in this series, see ED 427 049.

Available from—Research Institute for Education Planning, Faculty of the Humanities, University of the Orange Free State, P.O. Box 339, Bloemfontein 9300, South Africa. Web site: <http://www.uovs.ac.za/edu/NI0B/default.htm>.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Black Students, \*Educational Attainment, Educational Trends, Elementary Secondary Education, \*Enrollment, \*Ethnic Groups, Foreign Countries, Minority Groups, Racial Differences, Sex Differences, Trend Analysis, White Students

Identifiers—\*South Africa, South Africans

This is the 19th publication in a series that provides an overview of various aspects of education in South Africa. No publication was produced in 1999 because official data were not yet ready, so this document contains some 1998 information along with that for 1999. Obtaining data on a racial basis remains a problem, and it is recognized that the reaching of important goals of the national educational policy with respect to equity, redress, and access can only be achieved if educational data can

be disaggregated in terms of racial groupings. In this report indicators other than matric results (matriculation examination) are presented for the first time with the report of South African results for two international studies. In 1999, the 2,772,225 students of the KwaZulu-Natal education department represented 22.5% of the country's total students. In contrast, only 1.7% (204,238) students were enrolled in the Northern Cape region. Data are supplied in graph and table form for the following provinces: (1) Western Cape; (2) Eastern Cape; (3) Free State; (4) Gauteng; (5) KwaZulu-Natal; (6) Mpumalanga; (7) Northern Cape; (8) Northern Province; and (9) North West. Data include the number of teachers and their qualifications, student enrollment for each province by grade and gender, matric test results by subject and province, university and technical school enrollment, and achievement data in numeracy and literacy. (Contains 14 figures.) (SLD)

**ED 455 284** TM 033 137

Mislevy, Robert J. Steinberg, Linda S. Almond, Russell G. Haertel, Geneva D. Penuel, William R.

**Leverage Points for Improving Educational Assessment. CSE Technical Report.**

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Department of Education, Washington, DC. Office of Educational Technology.

Report No.—CSE-TR-534

Pub Date—2001-02-00

Contract—R303U990001, R305B60002

Note—44p.; Paper presented at an invitational meeting, "The Effectiveness of Educational Technology: Research Designs for the Next Decade" (Menlo Park, CA, February 25-26, 2001). For a related paper on assessment, see TM 033 138.

Available from—National Center for Research on Evaluation, CRESST/CSE, Graduate School of Education & Information Studies, University of California, Los Angeles, CA 90095-1522. Tel: 310-206-1532.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Cognitive Psychology, \*Educational Assessment, Educational Improvement, Educational Technology, Technological Advancement, \*Test Construction

Advances in cognitive psychology deepen the understanding of how students gain and use knowledge. Advances in technology make it possible to capture more complex performances in assessment settings, by including, for example, simulation, interactivity, collaboration, and constructed response. The challenge is in knowing just how to put this new knowledge to work. Familiar schemes for designing and analyzing tests produce assessments that are useful because they are coherent, within the constraints under which they evolved. Breaking beyond the constraints requires not only the means for doing so (through the advances mentioned above) but schemas for producing assessments that are again coherent, that is, assessments that may indeed gather complex learning or evaluate programs but which build on a sound chain of reasoning from what is observed to what is inferred. This presentation first reviews an evidence-centered framework for designing and analyzing assessments. It then uses this framework to discuss and illustrate how advances in technology and in education and psychology can be harnessed to improve educational assessment. (Contains 10 figures and 40 references.) (Author/SLD)

**ED 455 285** TM 033 138

Mislevy, Robert J. Steinberg, Linda S. Almond, Russell G. Breyer, F. Jay Johnson, Lynn

**Making Sense of Data from Complex Assessments. CSE Technical Report.**

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; California Univ., Los Angeles. Center for the Study

of Evaluation.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSE-TR-538

Pub Date—2001-03-00

Contract—R305B60002

Note—43p.; For a related paper on assessment, see TM 033 137.

Available from—National Center for Research on Evaluation, CRESST/CSE, Graduate School of Education & Information Studies, University of California, Los Angeles, CA 90095-1522. Tel: 310-206-1532.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Cognitive Psychology, \*Computer Simulation, \*Data Analysis, Dental Hygienists, Educational Assessment, Educational Improvement, Educational Technology, \*Problem Solving, Research Design, Technological Advancement

Advances in cognitive psychology deepen the understanding of how students gain and use knowledge and broaden the range of performances and situations researchers want to see to acquire evidence about students' developing knowledge. Advances in technology make it possible to capture more complex performances in assessment settings by including, as examples, simulation, interactivity, and extended responses. The challenge is making sense of the complex data that result. This paper concerns an evidence-centered approach to the design and analysis of complex assessments. It presents a design framework that incorporates integrated structures for modeling knowledge and skills, designing tasks, and extracting and synthesizing evidence. The ideas are illustrated in the context of a project with the Dental Interactive Simulation Corporation (DISC) in which problem solving in dental hygiene is assessed with computer-based simulations. After reviewing the substantive grounding of this effort, the paper describes the design rationale, statistical and scoring models, and operational structures for the DISC assessment prototype. Two appendixes contain an example of the use of Bayes Nets in assessment and a list of DISC evidence models. (Contains 11 figures and 26 references.) (Author/SLD)

**ED 455 286** TM 033 139

Linn, Robert L.

**The Design and Evaluation of Educational Assessment and Accountability Systems. CSE Technical Report.**

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSE-TR-539

Pub Date—2001-04-00

Contract—R305B60002

Note—39p.

Available from—National Center for Research on Evaluation, CRESST/CSE, Graduate School of Education & Information Studies, University of California, Los Angeles, CA 90095-1522. Tel: 310-206-1532.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Accountability, Elementary Secondary Education, Evaluation Methods, \*State Programs, \*Systems Development, Test Use, \*Testing Programs, \*Validity

Almost every state has in place a state assessment and accountability system. These systems vary greatly in their characteristics but share a common global purpose of improving teaching and learning. Some of the variations in the state systems are discussed and illustrated with examples from selected states. Issues that are critical to the value and interpretation of results such as the use, if any, of comparisons among schools that serve students who come from different socioeconomic backgrounds, the relative weight given to current status or to improvement, and the basis for judging improvements at the school level (i.e., cross-sectional comparisons, quasi-longitudinal, and true longitudinal

designs) are compared. The importance of evaluating and reporting the precision of assessment and accountability results is discussed. Finally, a key validity issue—the degree to which reports of performance and improvement based on observed assessment results support inferences about student learning—is addressed. Evaluations of the degree of generalizability of results and trends through comparisons to other indicators of achievement and of improvement such as the National Assessment of Educational Progress are stressed. (Contains 3 tables, 1 figure, and 38 references.) (Author/SLD)

**ED 455 287** TM 033 140

Koretz, Daniel Hamilton, Laura

**The Performance of Students with Disabilities on New York's Revised Regents Comprehensive Examination in English. CSE Technical Report.**

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSE-TR-540

Pub Date—2001-04-00

Contract—R305B60002

Note—46p.

Available from—National Center for Research on Evaluation, CRESST/CSE, Graduate School of Education & Information Studies, University of California, Los Angeles, CA 90095-1522. Tel: 310-206-1532.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Accommodations (Disabilities), \*Disabilities, English, Field Tests, Graduation Requirements, \*High School Students, High Schools, High Stakes Tests, State Programs, \*Testing Problems, Testing Programs

Identifiers—\*New York State Regents Examinations

This study explored the performance of students with disabilities on a field test of the revised New York State Regents Comprehensive Examination in English, the first of two new Regents examinations that almost all students in the state will have to take to obtain a high school diploma. Data from the field test were gathered statewide, although not necessarily from a fully representative sample of schools, for 8,750 students. Accommodations were used liberally, with extra time and testing in a separate location being the most common. Completion rates were similar for students with and without disabilities, and few items had very low "p" values for students with disabilities. However, students with disabilities scored roughly two thirds to one and one third standard deviations below other students, and a high percentage of students with disabilities provided either unscorable or extremely weak responses to open-response items. The study clearly underscores the need for more extensive information to clarify the effects of including students with disabilities in high-stakes assessments. In addition, the study raises concerns about possibly excessive levels of difficulty for some students with disabilities, which could cause either very high failure rates or undesirable responses by teachers or students, such as excessive coaching. (Contains 26 tables, 6 figures, and 9 references.) (Author/SLD)

**ED 455 288** TM 033 141

Webb, Noreen M. Welner, Mari Zuniga, Stephen

**Short Circuits or Superconductors? Examining Factors That Encourage or Undermine Group Learning and Collaboration among High-Ability Students. CSE Technical Report.**

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—CSE-TR-541

Pub Date—2001-05-00

Contract—R305B60002

Note—48p.

Available from—National Center for Research on Evaluation, CRESST/CSE, Graduate School of Education & Information Studies, University of California, Los Angeles, CA 90095-1522. Tel: 310-206-1532.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Ability, \*Group Instruction, \*Heterogeneous Grouping, High Achievement, \*Homogeneous Grouping, \*Junior High School Students, Junior High Schools, Performance Based Assessment, Performance Factors

This study investigated the effects of group ability composition (homogeneous versus heterogeneous) on group processes and outcomes for high ability students completing science performance assessments. Participants were 99 seventh and eighth graders from 9 classes in 2 schools. The results show that group ability composition does not have straightforward effects on achievement. While high-ability students working in homogeneous groups uniformly performed well, high-ability students in some heterogeneous groups performed better than high-ability students in other heterogeneous groups. The quality of group functioning served as the strongest predictor of high-ability students' achievement. High-ability students in groups that were responsive to group members' needs for help and did not engage in debilitating social behavior performed well, whereas high-ability students in groups with poorer functioning did not. While homogeneous groups consistently showed beneficial group functioning, only some heterogeneous groups exhibited these traits. These results show that achievement of high-ability students cannot be predicted from a simple homogeneous-heterogeneous grouping contrast and that the level of group functioning provides the key to understanding group performance. An appendix contains sample test questions. (Contains 10 tables, 10 figures, and 63 references.) (SLD)

ED 455 289 TM 033 143

Rivera, Charlene Stansfield, Charles W.

**The Effects of Linguistic Simplification of Science Test Items on Performance of Limited English Proficient and Monolingual English-Speaking Students.**

Spons Agency—Delaware State Dept. of Education, Dover.

Pub Date—2001-04-12

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Competence, \*Difficulty Level, \*Elementary School Students, English (Second Language), Intermediate Grades, \*Limited English Speaking, Science Tests, State Programs, \*Test Items, Testing Programs

Identifiers—\*Simplification (Language), Testlets

This study examined the effects of linguistic simplification of fourth and sixth grade science test items on a state assessment on the achievement of English language learners, those of limited English proficiency (LEP). At each grade level, 4 parallel 10-item testlets were included on an operational statewide assessment. On each testlet, items differed only in that on one testlet they were linguistically simplified, while on the other, the standard wording was used. The testlets were randomly assigned to LEP and non-LEP students through the spiraling of test booklets. For non-LEP students, in four T-test analyses of the differences in means for each corresponding testlet, three of the mean score comparisons were not significantly different, and the fourth showed the regular version to be slightly easier than the simplified. Analysis of variance, followed by pairwise comparisons across the two conditions, showed no significant differences in the scores of non-LEP students for any of the comparisons across the two-item types. Among the 40 items

administered in both regular and simplified format, item difficulty did not vary consistently in favor of either format. Qualitative analysis of items that displayed significant differences in P values was not informative, since the differences were typically very small. For LEP students, there was one significant difference in student means, and it favored the regular version. However, the LEP student analyses lacked statistical power due to the small sample size and the low reliability of testlets for this sample. The results of the study show that linguistic simplification is not helpful to non-LEP students who receive it. Therefore, the results provide evidence that linguistic simplification is not a threat to score comparability. (Contains 25 references and 8 tables.) (Author/SLD)

ED 455 290 TM 033 144

Blank, Martin J. Langford, Barbara Hanson

**Strengthening Partnerships: Community School Assessment Checklist.**

Coalition for Community Schools, Washington, DC.; Finance Project, Washington, DC.

Pub Date—2000-09-00

Note—9p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Check Lists, Elementary Secondary Education, \*Partnerships in Education, \*School Community Relationship

Identifiers—\*Student Support Services

This tool contains a series of checklists to assist school and community leaders in creating or strengthening community school partnerships. The first checklist helps assess the development of the community school partnership. The second checklist helps take inventory of existing programs and services in or connected to the school that support children, youth, families, and other community residents. The third checklist helps catalogue the funding sources that support these programs and services. When completed, these checklists can serve as a planning tool to develop strategies to strengthen the partnership, improve coordination of existing programs and services, and expand current levels of support. A list of 34 additional resources is included. (SLD)

ED 455 291 TM 033 145

Abadi, Jamal

**Validity of Accommodation for English Language Learners.**

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—2001-04-00

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Dictionaries, \*English (Second Language), \*Junior High School Students, Junior High Schools, \*Limited English Speaking, Science Instruction, Testing Problems, \*Validity

Identifiers—\*Testing Accommodations (Limited Engl Proficiency)

The focus of this study was on the validity and feasibility of test accommodation strategies on a small-scale level. Both limited English proficiency (LEP) students and non-LEP students were tested under accommodated and nonaccommodated conditions and their performance was compared. The study was conducted in two public school districts and at one private school. A total of 422 students and 8 teachers from 6 school sites (14 eighth-grade science classes) participated. One form of accommodation consisted of English glosses and Spanish translations in the margins of the test booklet. The other form of accommodation consisted of a customized English language dictionary at the end of the test booklet. The dictionary contained only words used in the test items. The LEP students performed less well than the non-LEP students, and the difference was relatively large and statistically significant. The LEP students performed better under

the accommodated conditions than under the standard condition. Accommodations had no significant effect on the scores of the non-LEP students. Results suggest that the customized dictionary enabled the LEP students to perform at a significantly higher level, with better results than for the glosses and translations. Results also show that the accommodation strategies did not impact the construct, and the validity of the assessment was not compromised. These results are encouraging given the ease of administration of these accommodations. (SLD)

ED 455 292 TM 033 146

Abadi, Jamal Leon, Seth Mirocha, Jim

**Validity of Standardized Achievement Tests for English Language Learners.**

Pub Date—2001-04-00

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Correlation, Elementary Secondary Education, \*English (Second Language), \*Limited English Speaking, \*Standardized Tests, \*Validity

Identifiers—Iowa Tests of Basic Skills, Latent Variables, Stanford Achievement Tests

The concurrent validity of standardized achievement tests (the Stanford 9 and the Iowa Tests of Basic Skills) was examined using data from different school districts nationwide and a latent variable modeling approach. Items in the standardized achievement tests in several content areas were divided into parcels. Parcel scores were used to create latent variables. Students' grade point average, teachers' ratings, and other achievement scores were also used to create external-criterion latent variables. The standardized achievement latent variable was correlated with the external-criterion latent variables. The results suggest that: (1) there is a strong correlation between the standardized achievement and external-criterion latent variables; (2) this relationship is much stronger when latent variables rather than measured variables are used; and (3) the correlation between standardized achievement and external criterion latent variables is significantly larger for the population of students not of limited English proficiency (LEP) than for the LEP population. It is speculated that the low correlation between the two latent variables in the case of the LEP group is due to the impact of language factors. That is, language factors act as construct irrelevant sources. (SLD)

ED 455 293 TM 033 147

Abadi, Jamal

**Validity Considerations in the Assessment of LEP Students Using Standardized Achievement Tests.**

Pub Date—2001-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Correlation, Elementary Secondary Education, \*English (Second Language), Language Proficiency, \*Limited English Speaking, \*Standardized Tests, \*Validity

Identifiers—Iowa Tests of Basic Skills, Language Assessment Battery, Latent Variables, Stanford Achievement Tests

Validity and reliability issues in standardized testing of students of limited English proficiency (LEP) were studied. Existing data from four different school sites were obtained for LEP and non-LEP students for three different standardized tests, the Stanford Achievement Tests (Ninth edition), the Iowa Tests of Basic Skills, and the Language Assessment Scale. Several different analyses were performed on the available data, including descriptive statistics by LEP status, analyses of internal consistency of the test items by LEP status, and analyses comparing the structural relationships of



the instruments across LEP categories. Analysis results are consistent with the literature and indicate that: (1) student English language proficiency is associated with performance on content-based assessments; (2) there is a performance gap in content assessment between LEP students and their native English-speaking peers; and (3) the performance gap between LEP students and non-LEP students increases as the language load of the assessment tools increased. (SLD)

**ED 455 294** TM 033 148

Henson, Robin K. Thompson, Bruce

**Characterizing Measurement Error in Test Scores across Studies: A Tutorial on Conducting "Reliability Generalization" Analyses.**

Pub Date—2001-04-14

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Coding, \*Error of Measurement, Psychometrics, \*Reliability, \*Scores, Test Results, Tutoring

Identifiers—\*Generality

Given the potential value of reliability generalization (RG) studies in the development of cumulative psychometric knowledge, the purpose of this paper is to provide a tutorial on how to conduct such studies and to serve as a guide for researchers wishing to use this methodology. After some brief comments on classical test theory, the paper provides a practical framework for structuring an RG study, including: (1) test selection with an eye toward frequency of test use and reporting practices by authors; (2) development of a coding sheet that will capture potential variation in score reliability across studies; (3) procedural recommendations regarding data collection; (4) identification and use of potential dependent variables; and (5) application of general linear model analyses to the data. (Contains 40 references.) (SLD)

**ED 455 295** TM 033 149

Guthrie, Abbie Henson, Robin K.

**Student-Organized College of Education "Educational Research Exchanges" from the Student and Former Student Perspective.**

Pub Date—2001-04-14

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, \*Conferences, \*Educational Research, \*Graduate Students, Graduate Study, Higher Education, \*Information Dissemination, Researchers, \*Schools of Education

The purpose of this paper is to discuss one promising and proven way some colleges of education (COEs) have attempted to develop academic climate and facilitate graduate student research activity. The focus is on the role of student-organized internal research conferences in the transformation of student to social scientist. The benefits these internal conferences offer to both students and faculty in particular and COEs in general are discussed. To accomplish this objective and to illustrate the impact internal research conferences can have on the scholarly development of graduate students, the researchers' experiences as participants in such conferences are presented as case studies, offering the views of a current student and a former student turned faculty member. (Author/SLD)

**ED 455 296** TM 033 153

Leimu, Kimmo, Ed. Linnakyla, Pirjo, Ed. Valjarvi, Jouni, Ed.

**Merging National and International Interests in Educational System Evaluation. Proceedings of the Conference (Jyväskylä, Finland, March 19th and 20th, 1998).**

Jyväskylä Univ. (Finland). Inst. for Educational

Research.

Report No.—ISBN-951-39-0915-8

Pub Date—2001-00-00

Note—150p.

Available from—Institute for Educational Research, Customer Services, University of Jyväskylä, P.O. Box 35, FIN-40351 Jyväskylä, Finland. Tel: +358-14-260-3220; Fax: +358-14-260-3241; e-mail: teairmajyu.fi; Web site: http://www.jyu.fi/ktl.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Educational Quality, Elementary Secondary Education, \*Evaluation Methods, Foreign Countries, Higher Education, International Education, \*International Studies, \*Systems Analysis

Identifiers—Educational Indicators

Papers from this conference focus on acquiring and using empirical information as a basis for monitoring and studying education with the special ambition of making such information both meaningful and powerful and the use of such information dynamic. The papers are: (1) "The Way to a Strategic View on Evaluation" (Kimmo Leimu); (2) "Strategic Arenas of Influence in Pursuing Quality in Education: Some Conceptual and General Issues" (Ulf P. Lundgren); (3) "The Potential and Challenges of International Comparative Studies of Educational Achievement" (Tjeerd Plomp); (4) "Educational Indicators" (Eugene Owen); (5) "National Viewpoints on International Evaluation and Research" (Erkki Kangasniemi); (6) "The National Intertwined with the International" (Pirjo Linnakyla); (7) "Staking Claims for Quality in System Evaluation in Germany" (Rainer Lehmann); (8) "Challenges to a National Strategy of Evaluation: Visions and Expectations" (Vilho Hirvi); (9) "How To Use Evaluation Findings" (Pentti Takala); (10) "Pillars of National Evaluations: Reconciling Research and Policy Interests in Evaluation Programs in Finland" (Pentti Yrjölä); (11) "Research in the Context of National Assessment" (Jouni Valjarvi); and (12) "Conclusions, Challenges, and Visions" (Kimmo Leimu). Each paper contains references. (SLD)

**ED 455 297** TM 033 154

Ediger, Marlow

**An Assessment: The Business Model in the Public Schools.**

Pub Date—2001-00-00

Note—10p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Accountability, \*Administrators, \*Business, Elementary Secondary Education, Evaluation Methods, \*Models, \*Public Schools

This paper considers some of the similarities and differences between education and business in view of the fact that there are many who advocate that the public schools follow a business model in their operations. Salaries of executives in education, and superintendents in particular, tend to be lower than those of business executives, and their tenure is generally much briefer. The community prestige of the school executive is often less than that of the business executive, and, of course, retirement and other benefits are often smaller. People who advocate using a business approach in education feel that the school superintendent can be evaluated through the measurement of student achievement by standardized tests. Most educational leaders think that student achievement cannot be evaluated successfully through tests alone. Educational leaders are also more aware of the individuality of students and must take this into account in their operations. It is more difficult, if not impossible, to hold the educator to the same accountability that profit and loss make possible for business executives. It is essential to remember that teaching students does not deal with money or financial profit, and that the outcomes of education are not easily measured in any case. (SLD)

**ED 455 298** TM 033 155

Ediger, Marlow

**Assessment: Who Goes to Summer School.**

Pub Date—2001-00-00

Note—9p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, \*Elementary School Students, High Achievement, \*Low Achievement, \*Selection, \*Student Evaluation, \*Summer Schools

This paper considers issues related to determining which students should attend summer school to bring their achievement up to standard. One of the first problems in selecting students who must attend summer school is determining the level of achievement students must meet. Determining the types of assessment that should be used, and possibly taking multiple intelligences theory into account, can be quite complicated. Other issues to be considered are how best to help students who do not benefit much from summer school, how intensive programs to help them should be, and how to allow for students' individual learning styles. Policymakers tend to see summer school as punitive, but it might be better to see it as opportunity. Perhaps summer schools should be open to all who want to attend to offer a broad and balanced curriculum that might include aspects of vocational education. Any stigma attached to summer school would be removed. The one-size-fits-all approach to standardized testing should be replaced with assessments that provide for individual differences in determining who should go to summer school. (SLD)

**ED 455 299** TM 033 156

Hafner, Anne L.

**Evaluating the Impact of Test Accommodations on Test Scores of LEP Students & Non-LEP Students.**

Pub Date—2001-04-00

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Achievement Tests, Analysis of Variance, \*Elementary School Students, English (Second Language), Intermediate Grades, \*Junior High School Students, Junior High Schools, \*Limited English Speaking, Mathematics Achievement, Reading Achievement, \*Scores, Test Results, Timed Tests

Identifiers—\*Testing Accommodations (Limited Engl Proficiency)

Using a quasi-experimental analysis of variance (ANOVA) design, this project examined the effects of the use of accommodations with students of limited English proficiency (LEP) and non-LEP students and whether the use of accommodations affected the validity of test score interpretations. Major accommodations examined were extra time, and extra time with extended oral presentation. Samples of fourth (n=292) and seventh grade students (n=159) were tested using the Terranova multiple assessment mathematics test, as well as a math skills test and the LAS reading comprehension test. Descriptive findings showed that LEP students scored lower than non-LEP students on mathematics tests and teacher-reported skill levels. Major predictors of mathematics achievement were LAS reading proficiency level (a proxy of LEP status), whether students received an accommodation, and teacher rating of reading skill. ANOVA analyses were conducted to compare the mean scores of students in accommodated tests versus those with no accommodation. These showed the accommodation effect was significant, with those students in the extra time condition showing the highest scores. A discriminant analysis showed that the best predictors of membership in different English fluency groups were Spanish fluency, time in the United States, reading grade, and mathematics test score. LEP students were more likely than non-LEP students to be misclassified into a fluency group. Examination of students' writing samples showed clear differences in mathematics and language achievement, depending on the student's language proficiency level. The project's results provide information on whether accommodations provide

valid inferences for special needs children as well as non-LEP children. (Contains 1 figure, 16 tables, and 25 references.) (SLD)

**ED 455 300** TM 033 158

*Shim, Minsuk K. Felner, Robert D. Shim, Eunjae*  
**The Effects of Family Structures on Academic Achievement.**

Pub Date—2000-04-00

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Elementary Secondary Education, \*Family Structure, Grades (Scholastic), \*Low Income Groups, Nuclear Family, One Parent Family, Poverty, \*Prediction, Stepfamily

Identifiers—Rhode Island, \*Self Report Measures

This study examined the effects of family structures on students' academic achievement in terms of self-reported grades. It also examined relevant factors that would explain the differences in student grades among students from intact two-parent families, step-families, and single-parent families. Data came from a statewide survey of students in grades 6 through 12 in Rhode Island. The predictors used were demographic characteristics (family structures, participation in free/reduced lunch program, minority status, mother's education, after-school supervision, and grade levels), parental academic expectation, family learning environment, and daily stresses. The achieved sample contained 25,511 students from 2-parent families, 4,831 students from step-families, and 8,929 students from single-parent families. Results support the hypothesis that family structure was not itself a factor in explaining the differences among the groups. Student perception of parental academic expectations was the most important predictor for differences in achievement. Students who believed their parents had high academic expectations tended to have higher grades regardless of family structure. However, a larger portion of the students from step- or single-parent families tended to have very low expectations. They also tended to experience more stresses at school, which had negative effects on achievement. The study shows that the beliefs and attitudes of parents foster the academic success of their children. (Contains 2 tables, 1 figure, and 11 references.) (SLD)

**ED 455 301** TM 033 160

*Yuan, Xiujuan Susan Pernici, Sam C. Franklin, Bobby J.*

**Grade Level Retention Rates in Louisiana**

**Public Schools: 1997-98 to 2000-01.**

Louisiana State Dept. of Education, Baton Rouge.

Pub Date—2001-00-00

Note—21p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Age Differences, \*Educational Trends, Elementary School Students, Elementary Secondary Education, \*Grade Repetition, \*Public Schools, Secondary School Students, Socioeconomic Status, Trend Analysis

Identifiers—\*Louisiana

This paper reports on the number and percentage of students repeating grades in Louisiana public schools in the years of 1997-1998 to 2000-2001. The findings are grouped by grade, economic status, education classification, gender, and ethnicity. Grade retention trends and the impact of high stakes testing policy on student retention are discussed. Data were obtained from Louisiana's statewide student enrollment database Student Information System. From 1997-1998 to 1999-2000, K-12 retention rates in Louisiana public schools rose from 7.5% (53,358) to 8.3% (57,361). The rate climbed to 10.7% (73,740) in 2000-2001 when the LEAP 21 test became a promotional standard for fourth and eighth graders. In 2000-2001, the number of students retained more than tripled in grades 4 and 8. In 1999-2000, grade 9 students were retained at the highest rate, followed by grades 1, 7, and 10. Pov-

erty was strongly associated with grade retention, and students in special education programs were retained at a higher rate than students in a regular education program. Special education students receiving free lunch were most likely to be retained. African American students were retained at a higher rate than students in other ethnic groups, and male students were more likely to be retained than female students. (SLD)

**ED 455 302** TM 033 161

*Shim, Minsuk K. Felner, Robert D. Shim, Eunjae Noonan, Nancy*

**Multi-Dimensional Assessment of Classroom Instructional Practice: A Validity Study of the Classroom Instructional Practice Scale (CIPS).**

Pub Date—2001-04-00

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Educational Practices, Elementary Secondary Education, Reliability, \*Teacher Surveys, \*Teachers, \*Teaching Methods, \*Validity

Identifiers—\*Self Report Measures

This study examined the reliability and validity of self-reported survey data on instructional practices. It was based on a nationwide survey of more than 25,000 teachers in more than 1,000 schools across 5 years. The survey instrument was the Classroom Instructional Practice Scale (CIPS), which was based on the Classroom Information Sheet developed by P. Wiesz and E. Cowen (1976). Although self-reported survey data might not capture the quality of the interaction between teachers and students, this study shows that survey data provide a fairly accurate description of how often teachers use various instructional practices that are consistent with the recommendations of several reform initiatives. There was consistent and solid agreement between what teachers reported and what students perceived in terms of their classroom activities. CIP scales were positively related to student achievement in mathematics. Survey results also suggest that grouped items, measuring the same underlying characteristics, provide more reliable measures of instructional practices both empirically and conceptually. Researchers proposed eight dimensions of quality instruction, and the factor structures of these dimensions were stable over 5 years. The hypothesized model fit the data well. As policymakers focus on assessing instructional trends, it is not plausible to rely on in-depth studies of a small number of classrooms. Survey data will provide the most cost-effective way of measuring national trends in instruction. (Contains 7 tables and 16 references.) (SLD)

**ED 455 303** TM 033 162

*Shim, Minsuk Felner, Robert Shim, Eunjae Brand, Stephen Gu, Kenneth*

**Factors for Teacher Response Rate in a Nationwide Middle Grades Survey.**

Pub Date—1999-04-00

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Algorithms, \*Classification, \*Middle School Teachers, Middle Schools, Research Methodology, \*Response Rates (Questionnaires), School Demography, Teacher Attitudes, \*Teacher Surveys

This study examined factors related to survey response rate, particularly for teachers who participated in a nationwide survey. Using a newly developed statistical technique, the classification tree algorithm (CART), this study classified the lowest response rate and highest response rate groups based on their school demographic characteristics. It also examined the differences in teacher satisfaction, decision making autonomy, and classroom cli-

mate between the two groups of responders. The teachers participated in the High Performance Learning Communities (HiPlaces) Assessment in 1996-1997, an assessment that was designed to examine the degree to which a broad range of recommendations for effective school reform were implemented in a school and the impact of these reform efforts. In 1996-1997, 207 schools in 15 states participated in HiPlaces, and response data were available for 142 schools. The percentage of students eligible for free lunch appeared to be the most important factor among demographic variables in classifying schools with the lowest and highest response rates. In general, schools with the higher percentage of free lunch students have lower staff response rate, but the relationship is not linear. The CART approach allowed the examination of the nonlinear relationship. School size and the year the school joined the initiative were also important factors explaining the highest and lowest response rate groups. Systematic differences regarding the quality of the school as a work place and as an educational setting were found between the highest and lowest response rate groups. Teachers in the highest response rate group were more satisfied with their work, had less role conflict, and reported fewer barriers to implementation of the reform practices. The cumulative pattern of these findings suggests that response rates from staff tend to be lower in the schools that are of particular concern to educational reform efforts. (Contains 2 tables, 1 chart, and 10 references.) (SLD)

**ED 455 304** TM 033 163

**Mathematics Assessment Handbook, 2000-2001. The Pennsylvania System of School Assessment.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum and Academic Services.

Pub Date—2000-11-00

Note—114p.; For the Reading and Writing Assessment Handbooks, see TM 033 164-165.

Available from—Pennsylvania Department of Education, Division of Evaluation and Reports, 333 Market St., Harrisburg, PA 17126-0333. Tel: 717-787-4234.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—Achievement Tests, Elementary Secondary Education, Mathematics Achievement, \*Mathematics Tests, Scoring, \*State Programs, \*Test Construction, Test Items, Test Results, Test Use, \*Testing Programs

Identifiers—\*Pennsylvania

Beginning in 1999, all of the Pennsylvania System of School Assessment (PSSA) had to be aligned with the Pennsylvania Academic Standards. This handbook describes the PSSA mathematics assessment. Following an overview of the PSSA, the second chapter focuses on the development and scoring of the mathematics assessment. Administering the assessment is described, with explanations of the permitted uses of calculators, rulers, and other tools in the assessment. A fourth chapter discusses the focus of the mathematics assessment and describes the reporting of school and student scores, setting performance standards for the assessment, and the use of scoring rubrics versus performance standards. The next three chapters discuss preparing for the assessment of grades 5, 8, and 11 respectively. Sample items, scoring guides, and sample student responses are presented for each grade. An appendix lists members of the Mathematics Assessment Advisory Committee. (SLD)

**ED 455 305** TM 033 164

**Reading Assessment Handbook, 2000-2001. The Pennsylvania System of School Assessment.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum and Academic Services.

Pub Date—2000-08-00

Note—93p.; For Mathematics and Writing Assessment Handbooks, see TM 033 163 and TM 033 165.

Available from—Pennsylvania Department of Ed-

ucation, Division of Evaluation and Reports, 333 Market St., Harrisburg, PA 17126-0333. Tel: 717-787-4234.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

#### EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, Elementary Secondary Education, Guides, Reading Achievement, \*Reading Tests, Scoring, \*State Programs, \*Test Construction, Test Items, Test Results, Test Use, \*Testing Programs

Identifiers—\*Pennsylvania

Beginning in 1999, all of the Pennsylvania System of School Assessment (PSSA) had to be aligned with the Pennsylvania Academic Standards. This handbook describes the PSSA reading assessment. It contains samples and instructions for developing assessment items for grades 5, 8, and 11. Although designed for teachers, the Handbook is meant to be a source of information for all interested parties, including students, administrators, and the general public. The Handbook: (1) provides an overview of the PSSA; (2) identifies the Pennsylvania Academic Standards for Reading; (3) describes current theory and practice in reading; (4) describes the individual components of the assessment and explains the rationale and importance of each component; (5) describes the criteria and procedures for scoring the assessment; (6) explains the connections between the assessment and appropriate instructional procedures; (7) contains sample items; and (8) facilitates school district curriculum planning. Four appendixes contain sample passages and scored responses, list members of the Reading Assessment Advisory Committee, present a fact sheet about the assessment, and define glossary terms. (SLD)

ED 455 306 TM 033 165

**Writing Assessment Handbook, 2000-2001. The Pennsylvania System of School Assessment.** Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum and Academic Services.

Pub Date—2001-04-00

Note—34p.; For Mathematics and Reading Assessment Handbooks, see TM 033 163-164.

Available from—Pennsylvania Department of Education, Division of Evaluation and Reports, 333 Market St., Harrisburg, PA 17126-0333. Tel: 717-787-4234.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

#### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Elementary Secondary Education, Scoring, \*State Programs, \*Test Construction, Test Items, Test Results, Test Use, \*Testing Programs, Writing (Composition), \*Writing Tests

Identifiers—\*Pennsylvania

Beginning in 1999, all of the Pennsylvania System of School Assessment (PSSA) had to be aligned with the Pennsylvania Academic Standards. This handbook describes the PSSA writing assessment, which was designed to measure individual student performance and to influence instruction. The guide contains a chart of the Pennsylvania Academic Standards for Writing and an overview of the assessment that describes modes of writing and the purposes of the assessment. Two chapters on elements of the assessment focus on strategies in writing and the writing sample for grades 6, 9, and 11. A chapter on "Assessing Writing" presents the domain scoring guide and a description of the domains. "Reporting Writing Assessment Results" discusses the results of the "Strategies in Writing" section of the assessment and the results of the Writing Assessment itself. Samples of student essays are presented for grades 6, 9, and 11. Two appendixes contain a list of members of the Writing Assessment Advisory Committee and a description of sources describing testing accommodations. (SLD)

ED 455 307 TM 033 166

**PSSA Released Reading Items, 2000-2001. The Pennsylvania System of School Assessment.** Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum and Academic Ser-

vices.

Pub Date—2000-08-00

Note—113p.; For the Pennsylvania System of School Assessment "Reading Assessment Handbook, 2000-2001," see TM 033 164.

Available from—Pennsylvania Department of Education, Division of Evaluation and Reports, 333 Market St., Harrisburg, PA 17126-0333. Tel: 717-787-4234.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

#### EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Achievement Tests, Elementary Secondary Education, Reading Achievement, \*Reading Tests, Scoring, \*State Programs, Test Construction, \*Test Items, \*Testing Programs

Identifiers—\*Pennsylvania

This document contains materials directly related to the actual reading test of the Pennsylvania System of School Assessment (PSSA), including the reading rubric, released passages, selected-response questions with answer keys, performance tasks, and scored samples of students' responses to the tasks. All of these items may be duplicated to provide training tools for teachers and practice materials for students. Teachers may use any of the items as a model for developing their own related, selected-response questions and performance tasks for classroom use. For grade 5, two passages are presented: the "Mysterious Loch Ness Monster" informational passage and "The Big Race" narrative passage. For grade 8, the informational passages presented are "Everything You Don't Want in a Game" and "Thomas Alva Edison: The Man Who Invented the 20th Century." For each of these passages, selected response questions and constructed response questions and answer examples are presented. (SLD)

ED 455 308 TM 033 167

**Dulaney, Chuck Baenen, Nancy Banks, Karen Yaman, Kimberly Burch, Glenda**

**Gaps in Academic Achievement: WCPSS Status, 2000-01.**

Wake County Public School System, Raleigh, NC. Dept. of Evaluation and Research.

Report No. —WCPSS-E&R-01.24

Pub Date—2000-05-00

Note—48p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

#### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Black Students, Disadvantaged Youth, Educational Trends, Elementary Secondary Education, Hispanic American Students, \*Low Achievement, \*Minority Groups, \*Racial Differences, School Districts

Identifiers—\*Wake County Public School System NC

This report describes achievement gaps found in the Wake County Public School System (WCPSS), North Carolina, compares the status of the WCPSS to achievement in the past, and compares WCPSS to other similar school systems and national data when available. On almost all academic measures, white females were the most successful students in the WCPSS, and black males were the least successful group. The gap between the achievement of white and black students has decreased over time in some areas, but not in others. Hispanic and Black students in the WCPSS are more likely to come from low-income homes than are other students, and Black students are over-represented in special education programs. Overall, 52.6% of black students scored at or above grade levels in reading and mathematics on the North Carolina End-of-Grade tests (EOG), compared with 90% of white students. Both groups did show improved performance compared to 1995, but the performance gap narrowed only slightly and only at some grade levels. Low income students of all races showed the lowest performance overall on the EOG. The dropout rate for all races has decreased since 1994-1995, and the gap has closed somewhat between white and black students. Hispanic and Black students were less likely to pass the North Carolina Competency Test, required for graduation, and they were less likely to participate in advanced placement courses than were white stu-

dents. The racial gap in Scholastic Assessment Test scores for WCPSS and North Carolina students has increased slightly over the past 5 years. Average scores for black students have remained relatively stable, but average scores for white students have been rising steadily. Accomplishing the goals of reducing the achievement gap in the WCPSS will require nearly eliminating the socioeconomic and demographic gaps described in this report. (Contains 21 tables, 29 figures, and 19 references.) (SLD)

ED 455 309 TM 033 169

**Snapshot 2000: 1999-2000 School District Profiles.**

Texas Education Agency, Austin. Div. of Performance Reporting.

Report No. —TEA-GE01-602-02

Pub Date—2001-00-00

Note—876p.; For "Snapshot '99," see ED 443 864. This publication is the 13th edition of "Snapshot."

Available from—Texas Education Agency, Department of Publications Distribution, P.O. Box 13817, Austin, TX 78711-3817 (\$21). For full text: <http://www.tea.state.tx.us/perfreport>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

#### EDRS Price — MF06/PC36 Plus Postage.

Descriptors—Charter Schools, Educational Finance, Elementary Secondary Education, Institutional Characteristics, \*Profiles, \*Public Schools, School Districts, \*School Statistics, \*Student Characteristics, Tables (Data), Teacher Characteristics

Identifiers—\*Texas

This publication provides a detailed look at public education in Texas for the 1999-2000 school year. It provides readers with the basic information needed to examine differences in size, wealth, ethnic composition, and academic achievement and to assess the relative strengths and weaknesses of public school districts in Texas. The "Snapshot" series presents information in a consistent format from year to year. This year's "Snapshot" begins with the "Statistical Highlights," an overview of education at the state level. This section explains how the public education system of Texas is organized, describes student, staff, and financial characteristics, and provides other statistics for many aspects of public schools. The opening narrative is followed by the predominant content of the book, "Detailed Statistics." This section contains 87 different items of information for the state, regions within the state, and each of the 1,041 school districts in Texas, as well as the 142 charter schools operating in 1999-2000. The 87 data items provide information on student demographics and performance, staff characteristics, and school district finances. This year two items have been modified. The 6-year longitudinal dropout rate has been replaced with a 4-year dropout rate, and the completion rate has been replaced with a 4-year calculation of percent graduated. Five appendixes contain definitions for the data items, a bibliography, a list of data sources, endnotes, and a list of school districts and charter schools. (Contains 24 exhibits and the statistical details in table form.) (SLD)

ED 455 310 TM 033 170

**Forster, Margaret**

**A Policy Maker's Guide to International Achievement Studies.**

Australian Council for Educational Research, Victoria.

Report No. —ISBN-0-86431-360-8

Pub Date—2000-00-00

Note—36p.; Supported by state, territory, and commonwealth governments.

Available from—Australian Council for Educational Research, Customer Service, Private Bag 55, Camberwell, Melbourne, Victoria 3124, Australia (\$24.95 Australian). Tel: +61 3 9835 7447; Web site: <http://www.acer.edu.au>. For full text: <http://www.acer.edu/research/assess/>



PDFs/IntAchStud.pdf.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Achievement Tests, \*Cross Cultural Studies, Educational Research, Elementary Secondary Education, Foreign Countries, \*International Studies, \*Policy Formation, \*Test Interpretation, Test Use

This guide provides policymakers with research-based information about international achievement studies. International achievement studies focus on the collection and analysis of cross-national information, either data on student achievement or background information about students, teachers, and institutions. The chapters are: (1) "What Are the Purposes of International Achievement Studies?" (2) "Why the Interest in International Achievement Studies?" (3) "What Are Some Examples of International Achievement Studies?" (4) "Who Reports International Achievement Data and How Are These Data Reported?" (5) "In What Ways Are International Achievement Data Used and with What Impact?" (6) "What Concerns Have Been Raised?" and (7) "International Achievement Data and Informed Decision Making." Twenty-two examples illustrate the discussion, and a list of useful Web sites is included. (Contains 42 endnotes.) (SLD)

ED 455 311 TM 033 171

Chang, Te-Sheng

An Application of Regression Models with Student Ratings in Determining Course Effectiveness.

Pub Date—2000-04-00

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Difficulty Level, Evaluation Methods, Foreign Countries, Higher Education, \*Instructional Effectiveness, \*Regression (Statistics), \*Student Evaluation of Teacher Performance, \*Undergraduate Students, Validity

Identifiers—Taiwan

The purpose of this study was to construct regression models that can identify sources of desired or undesired influences on student ratings. The approach uses course effectiveness findings developed with regression models to identify a possible solution to the two problems in using student ratings as a major component of course effectiveness: (1) variables other than teacher performance may contribute to ratings; and (2) students may tend to be generous in their ratings. The sample included 114 undergraduate courses from the Department of Elementary Education at National Hualien Teachers College, Taiwan, in 1999. The Student Ratings of Instruction form was used to measure students' perceptions of faculty performance. Five background variables are included in the developed regression equation. They are student enthusiasm, participation, expected grade, grading standard, and course difficulty. The results of this study indicate that 99.1% of the courses are rated above the middle of the entire raw-score scale. The T scores (adjusted scores), converted from the residual in regression models, are between 16.45 and 74.94. Twenty courses rated effective by the unadjusted score are classified as ineffective by the adjusted score. Eighteen courses judged ineffective through the unadjusted score are classified as effective through the adjusted score. The consistency of course-ranking classification is 66.7%. The correlation between unadjusted scores and adjusted scores is 0.447. The correlation between unadjusted course rankings and adjusted course rankings is 0.334. (Contains 37 references and 8 tables.) (SLD)

ED 455 312 TM 033 172

Takona, J. ole

Perspective on Grade Assignment at East Africa's State Universities.

Pub Date—2001-00-00

Note—15p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College Students, Foreign Countries, \*Grades (Scholastic), \*Grading, Higher Education, \*Student Evaluation

Identifiers—\*Africa (East)

This paper discusses approaches to grading students that are being used or could be used in state universities in East Africa. Grade assignment usually means that some kind of comparison is being made, whether with other students or established standards or based on improvement and ability. For the most part, university regulations encourage and provide for a uniform grading policy across faculties and departments, although in practice grading may vary by department or discipline and over time. Approaches that may be used include a distribution gap approach, grading on the curve, and a percent grading approach. A grading method that seems appropriate for many African universities with large course enrollments (100 students or more) is that of using group comparisons to provide a reference group representative of students typically enrolled in the course. In a majority of state universities in East Africa, it is not uncommon to find multisectional and team-taught courses. How an examiner assigns course grades in such a situation is an important consideration. To establish common grading components in each course section, agreement among lecturers and with the department should be reached at the beginning of a course. Examiners should compare their grade distributions with grade distributions for similar courses in the same department. (Contains 15 references.) (SLD)

ED 455 313 TM 033 173

Public Education Information Management System Data Standards, 2001-2002.

Texas Education Agency, Austin.

Report No. —TEA-TI01-615-01

Pub Date—2001-03-00

Note—588p.; For the 1999-2000 Data Standards, see ED 440 135.

Available from—Publications Dissemination Office, Texas Education Agency, P.O. Box 13817, Austin, TX 78711-3817 (nonprofit institutions, \$24; all others, \$17). For full text: <http://www.tea.state.tx.us>.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF03/PC24 Plus Postage.

Descriptors—Data Analysis, \*Data Collection, Elementary Secondary Education, Information Management, \*Information Systems, School Districts, \*Standards

Identifiers—\*Texas

The submission of Public Education Information Management System (PEIMS) data is required of all Texas school districts. The "Data Standards" document provides instructions regarding the submission of PEIMS data from school districts to the Texas Education Agency. The 2001-2002 standards describe the PEIMS data reporting requirement and provide descriptions of the data elements and codes used to report them. These standards also detail the responsibilities of school districts, education service centers, and the Texas Education Agency in connection with the data submission process. They provide descriptions of the data submission requirements, including submission record layout specifications and data edit specifications. Five appendices contain additional information on data to be collected and data guidelines and elements. (SLD)

ED 455 314 TM 033 174

State Assessment Report: 1999-2000 Results.

West Virginia State Dept. of Education, Charleston.

Pub Date—2000-00-00

Note—105p.; Issued by the Office of Student Services and Assessment, West Virginia De-

partment of Education.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, \*Achievement Tests, Elementary Secondary Education, \*State Programs, \*Test Results, \*Testing Programs

Identifiers—Stanford Achievement Tests, \*West Virginia

This report presents the results of the West Virginia Statewide Assessment Program for 1999-2000. Student performance is reported for the Stanford Achievement Test, Ninth Edition (SAT-9), the state Writing Assessment, ACT EXPLORE, and the National Assessment of Educational Progress (NAEP). Results of all these assessments indicate that West Virginia students are achieving at higher levels. Highlights of this progress include increases in the mean percentile scores for Total Basic Skills on the SAT-9 and an increase in average state scores for grades 4 and 10 on the Writing Assessment. Performance on the ACT EXPLORE is above that of peers across the United States, and performance on the NAEP is above that of the southeastern United States as a whole. Trend data for West Virginia assessment results show that students are making academic progress. The report contains these sections: (1) "Overview"; (2) "Stanford Achievement Test, Ninth Edition"; (3) "Writing Assessment"; (4) "ACT EXPLORE"; and (5) "National Assessment of Educational Progress." (Contains 16 tables and 24 figures.) (SLD)

ED 455 315 TM 033 175

Garcia, David Aportela, Anabel

Arizona Measure of Academic Progress: A First Look at Growth in Arizona Schools.

Arizona State Dept. of Education, Phoenix. Research and Policy Div.

Pub Date—2000-01-00

Note—328p.; For a related Arizona Measure of Academic Progress report, see TM 033 179.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price — MF01/PC14 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Gains, Elementary Secondary Education, State Programs, \*Test Results, Testing Programs

Identifiers—\*Arizona, Stanford Achievement Tests

The Arizona Measure of Academic Progress (MAP) was developed using the Stanford 9 Achievement Test (SAT9) scores for the period from Spring 1998 to Spring 1999. The Research and Policy Division of the Arizona Department of Education matched students who took the SAT9 in Spring of 1998 and 1999. On average, 89% of students were matched per grade level between the two test administrations. The unit of analysis for the MAP is the grade level within a school. This document contains state summary reports for reading and mathematics that show the district, school, and "star rating." The star rating, a new indicator for this report, indicates the performance by grade level of a school in relation to other schools in the state, with a five-star rating for excellent performance and a one-star rating for schools in the lowest 20% of Arizona schools. In addition to the state summary reports, the document contains grade level reports for reading and mathematics that list each school in alphabetical order by district and school. These grade level reports show whether or not the school achieved one year of growth in the calendar year (another new indicator), the school's star rating, and the school's 1999 SAT9 percentile rank. (SLD)

ED 455 316 TM 033 272

Gerald, Debra, E., Ed.

The Federal Forecasters Conference—2000. Papers and Proceedings (11th, Washington, DC, September 14, 2000).

National Center for Education Statistics (ED), Washington, DC.

Report No. —NCES-2001-036

Pub Date—2000-09-14

Note—262p.; "Sponsored by Bureau of Economic Analysis, Bureau of Health Professions, Bureau of Labor Statistics, Bureau of

Transportation Statistics, Department of Veterans Affairs, Economic Research Service, International Trade Administration, National Center for Education Statistics, U.S. Census Bureau, U.S. Geological Survey." For the 10th conference proceedings, see ED 440 124.

Available from—EdPubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 877-433-7827 (Toll Free); Web site: <http://www.nces.ed.gov/conferences>.

Pub Type—Collected Works - Proceedings (021) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—Evaluation Methods, Expenditures, \*Federal Government, \*Futures (of Society), \*Prediction, \*Public Agencies, Tables (Data), Trend Analysis

The 11th Federal Forecasters Conference provided a forum where 180 forecasters from different federal agencies and other organizations could meet and discuss forecasting in the United States. The theme for this conference was "Forecasting, Policy, and the Internet." In the morning session, a panel presentation featured three speakers. Neilson C. Conklin presented "Delivering Numbers in the New Economy," and Signe I. Wetrogan discussed "Internet Use in Disseminating Population Estimates and Projections at the Census Bureau." The third panel presentation was "Information Technology Research for Federal Statistics" by Andrew A. White. Papers (in some cases, abstracts) given at the concurrent afternoon sessions were: (1) "U.S. Population Projections to the Year 2100" (Frederick W. Hollmann); (2) "Accuracy of the U.S. Census Bureau National Population Projections and Their Respective Components of Change" (Tammany J. Mulder); (3) "Evaluation and Optimization of Population Projections Using Loss Functions" (Charles D. Coleman); (4) "Projections of the Number of Households and Families in the United States: 1999 to 2025" (Ching-li Wang); (5) "Will Strong U.S. Growth Continue? A Look at U.S. Growth in the 1990s and Its Implications for the U.S. Growth Outlook—Abstract" (Paul Sundell, Robert W. Arnold, and Ralph Monaco); (6) "The U.S. Economic Outlook for 2001: Slower Growth Finally Arrives" (Paul Sundell); (7) "The Outlook for Productivity Growth: Are We in a New Economy?" (Robert W. Arnold); (8) "Forecasting Prescription Drug Utilization, Including the Impact of Medicare Expansion—Abstract" (Walter Bottini and James M. Cultice); (9) "The Dental Requirements Model (DRM): Forecasting the Dentist Requirements for Low-Income Children" (Judith A. Cooksey and Gayle R. Byck); (10) "Forecasting the Physician Workforce" (Richard A. Cooper); (11) "Assessing the Impact of Government Legislation on BSE in the U.K." (Sandy D. Balkin); (12) "The Accuracy of Recent Short-Term Employment Forecasts Obtained by Employer Surveys: The State of Illinois Experience" (Roy L. Pearson, George W. Putnam, and Waleed K. Almousa); (13) "Data Obsolescence and Forecasting" (Othmar W. Winkler); (14) "The Impact of Changes in Both Final and Intermediate Demand on the Structure of Industry Employment, 1978 to 1995" (Art Andreassen); (15) "Business Inventory Practices: Model and Analysis" (Jay Berman); (16) "Modeling the Demand for Skills" (Charles Bowman); (17) "Do Region-Specific Exchange Rate Indices Improve Regional Forecasts? The Case of State-Level Manufacturing Employment" (Amanda Hollenbacher, Azure Reaser, and David B. Yerger); (18) "Are Rising Farm Prices Useful Inflation Indicators: the 1970s and 1980s and 1990s?" (David Torgerson); (19) "An Improved Phase Plane Model of the Business Cycle" (Foster Morrison and Nancy L. Morrison); (20) "Forecasting the Convergence of the Rural and Urban Wage and Salary Earnings Distributions" (John Angle); (21) "The Veteran Population Forecasting Model" (Allen Berkowitz and Stephen Meskin); (22) "Dynamic Programming of Forecasting Apparatus" (Elliot Levy); (23) "Seasonal Adjustment Using the X12 Procedure" (Tammy Jackson and Michael Leonard); (24) "Experiences with Placing ERS Food CPI and Expenditure Forecasts on the Web—Abstract" (Annette Clauson); (25) "The DataWeb and Data-

Ferret: Accessing Data via the Internet—Abstract" (Bill Hazard); (26) "Modeling Soybean Prices in a Changing Policy Environment" (Barry K. Goodwin, Randy Schnepf, and Erik Dohman); (27) "An Assessment of a 'Futures Method' Model for Forecasting Season Average Farm Price for Soybeans" (Erik Dohman, Linwood Hoffman, Randall Schnepf, and Mark Ash); and (28) "Cointegration Tests and Price Linkages in World Cotton Markets—Abstract" (Stephen MacDonald). Each paper contains references. (Contains 43 tables and 59 figures.) (SLD)

## UD

ED 455 317

Osler, Audrey Morrison, Marlene

**Inspecting Schools for Race Equality: OFSTED's Strengths and Weaknesses. Executive Summary of a Report for the Commission for Racial Equality.**

Commission for Racial Equality, London (England).

Pub Date—2000-00-00

Note—15p.

Available from—Trentham Books Limited, 22883

Quicksilver Drive, Sterling, VA 20166-2012.

Web site: <http://www.trentham-books.co.uk>.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Elementary Secondary Education, \*Equal Education, Foreign Countries, Limited English Speaking, Principals, Program Evaluation, \*Racial Bias, Racial Discrimination

Identifiers—United Kingdom

This booklet summarizes a report that evaluated how the United Kingdom's Office for Standards in Education (OFSTED) was fulfilling its responsibility to monitor the ways in which schools were addressing and preventing racism and promoting racial equality. The research occurred between August 1999 and April 2000, during which time OFSTED introduced a new inspection framework. This research considers the new framework's potential to report on racial equality. It also discusses processes of inspection under the previous framework. By analyzing 60 inspection reports and documents from 30 local education authorities and interviewing key stakeholders, the study revealed how, even when there is compelling evidence of a school's problems with racial inequality, issues concerning ethnic differences in attainment and exclusion rates, racial harassment, and support for students who have English as a second language are rarely reported to teachers, parents, and administrators. The report explains how both past and present frameworks, although apparently robust, frequently fail to deliver on racial equality. Principals and district administrators in three contrasting local authorities suggest ways in which the school inspection process might be improved so as to contribute effectively to the realization of racial justice. (SM)

ED 455 318

Page, Stephen, Ed.

**The CEIC Review, 2001.**

National Research Center on Education in the Inner Cities, Philadelphia, PA.

Spons Agency—Temple Univ., Philadelphia. Center for Research in Human Development and Education.

Pub Date—2001-01-00

Note—127p.; Volume 10, No. 4 is not available online.

Available from—Temple University Center for Research in Human Development and Education, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122-6091. For full text: <http://www.temple.edu/LSS/ceicrevlist.htm>.

Journal Cit—CEIC Review; v10 n1-6 2001

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Ability Grouping, \*Academic Achievement, Academically Gifted, Account-

UD 034 255

ability, Adolescents, Black Students, Class Organization, College Bound Students, Conflict Resolution, Educational Environment, \*Educational Policy, Educational Research, Educational Technology, Elementary Secondary Education, English (Second Language), \*Equal Education, Family Influence, Family School Relationship, \*Governance, Grade Repetition, Higher Education, Inner City, Limited English Speaking, Mathematics Education, Minority Group Children, Parent School Relationship, \*Partnerships in Education, Problem Solving, Racial Bias, School Community Relationship, School Districts, Science Education, Social Promotion, Student Attitudes, Student Behavior, Teacher Competencies, Thinking Skills, Track System (Education), \*Urban Schools

Identifiers—California, Chicago Public Schools IL, \*Elementary Secondary Education Act Title I, Emotions, Learning Communities, New American Schools, Socioemotional Development

These six issues examine education in the inner cities. Titles include: "Pathways to School/Community/Family Partnership Results: Measures of Success and Student Learning" (e.g., promoting community partnerships and active learning through federal policy and linking child development knowledge with partnership evaluation); "Emerging Models of Governing School Districts" (e.g., redesigning public schools to improve student performance and changing governance structures in the Chicago Public Schools); "Research-Based Lessons from Title I Implementation: Examining Different Strategies for Improving Student Outcomes" (e.g., using standards-based assessment for Title I accountability and program improvement and teacher quality and educational inequality in Title I schools); "Closing the Academic Achievement Gap: Successful Strategies for Educators, Schools, and Communities" (e.g., developing successful intelligence in all children and children of immigrants and their achievement); "Can Unlike Students Learn Together? Research and Recommendations on Grade Retention, Tracking, and Grouping" (e.g., dropout in relation to grade retention and race-ethnicity, social background, and grade retention); and "Social-Emotional Learning and School Success: Maximizing Children's Potential by Integrating Thinking, Feeling, Behavior" (e.g., the learner-centered psychological principles and cooperation, conflict resolution, and civic values as the three C's of social and emotional learning). (SM)

ED 455 319

UD 034 294

Acc. Gregory Nelson, Sandi

**"Honey, I'm Home": Changes in Living Arrangements in the Late 1990s. New Federalism National Survey of America's Families, Series B, No. B-38. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.**

Urban Inst., Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.

Pub Date—2001-06-00

Note—9p.; Also funded by the Stuart Foundation.

Available from—The Urban Institute, 2100 M St., N.W., Washington, DC 20037. Tel: 202-261-5687; Web site: <http://uipress.org>; e-mail:

pubs@ui.urban.org.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Children, Cohabitation, Educational Attainment, \*Family Structure, \*Low Income Groups, Mothers, \*One Parent Family, \*Welfare Recipients

Identifiers—\*Welfare Reform

This brief uses data from the first two waves of the National Survey of America's Families to examine how living arrangements for families with children changed between 1997-99. During the late 1990s, welfare reform efforts centered on moving families from welfare to work. Lost in the discussions of declining caseloads and post-welfare employment rates has been a serious consideration of other clearly articulated goals of welfare reform (e.g., reducing nonmarital childbearing, encouraging marriage, and encouraging the formation and maintenance of two-parent families). The data show that the share of families composed of a single mother living independently declined. At the same time, the share of families composed of cohabiting couples with children rose. An increasing share of children lived in families without either parent present. There were larger changes in living arrangements among the population subgroups most likely to be affected by welfare policies (i.e., lower income and less educated families) than among other subgroups, such as moderate income families. This suggests that welfare policies may have contributed to the decline in single parenting and the rise in cohabitation between 1997-99. (Contains 14 references.) (SM)

ED 455 320

UD 034 298

Portes, Pedro R. Zady, Madelon F.

**Determinants of Reading Achievement of Immigrant Adolescents: The Role of Demographic and Psycho-Cultural Factors in School Adaptation.**

Pub Date—2001-04-00

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). "This research was made possible by data made available by Alejandro Portes, project director of 'Children of Immigrants: The Adaptation Process of the Second Generation,' supported by the Andrew W. Mellon, the National Science, Russell Sage, and Spencer Foundations."

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, Asian Americans, \*Cultural Differences, Cultural Influences, Demography, Ethnicity, Hispanic American Students, Hispanic Americans, \*Immigrants, Limited English Speaking, Racial Discrimination, \*Reading Achievement, Secondary Education, Socioeconomic Status, Student Surveys

Identifiers—Psychosocial Factors

Following a previous study's finding that demographic and psychosocial factors mediated the effect of ethnicity in predicting standardized reading performance, this study examined the effects of these predictors on immigrant adolescents' reading achievement. It investigated the extent to which Asian-origin and Spanish-speaking groups differed in reading achievement after controlling for key variables. Data came from the Youth Adaptation and Growth Questionnaire. Over 5,000 second-generation students from 77 nationalities and 42 schools completed surveys that examined demographic, psycho-cultural, and attitudinal factors; socioeconomic status; standardized test performance; English proficiency; peer relationships; number of hours spent on homework and television; and father's presence at home. Results indicated that various predictors were unique for each group. For Asian-origin students, achievement motivation was most significant. The more Asian students identified with their native culture, the lower their reading scores. For the Spanish-speaking groups, the more they identified with American culture, the lower the scores in reading. Their report of direct discrimination also related to lower performance. Their perception that things were not better now

from the way they were 5 years ago also predicted lower reading performance, as did being classified as limited in English proficiency. (Contains 42 references.) (SM)

ED 455 321

UD 034 299

Schmidt, Patricia Ruggiano, Ed. Mosenthal, Peter B., Ed.

**Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism. A Volume in Language, Literacy, and Learning.**

Report No.—ISBN-1-930608-90-X

Pub Date—2001-00-00

Note—433p.

Available from—Information Age Publishing, 80 Mason Street, Greenwich, CT 06830 (\$34.95). Tel: 203-661-7602.

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Black Culture, Blacks, \*Cultural Literacy, \*Cultural Pluralism, Developmental Stages, \*Diversity (Student), Elementary Secondary Education, English (Second Language), Faculty Development, Family Literacy, Family School Relationship, Fantasy, Higher Education, Hispanic American Students, Limited English Speaking, \*Literacy Education, Literature, Minority Group Children, \*Multicultural Education, Preservice Teacher Education, Science Fiction, Second Language Learning, Teacher Attitudes, Teacher Student Relationship

Identifiers—Hawaii

The 17 chapters in this collection of papers include: (1) "Frameworks for Understanding Multicultural Literacies" (Georgia Earnest Garcia and Arlette Ingram Sillis); (2) "Multicultural Belief: A Global or Domain-Specific Construct? An Analysis of Four Case Studies" (Jyotsna Pattnaik); (3) "Monocultural Literacy: The Power of Print, Pedagogy, and Epistemological Blindness" (Dawnene D. Hammerberg and Carl Grant); (4) "Liberating Literacy" (Margaret C. Laughlin, Herbert Martin, Jr., and Christine E. Sleeter); (5) "Taking Ownership of Literacy: Who Has the Power?" (Patricia A. Edwards, Jennifer Danridge, Gwendolyn T. McMillon, and Heather M. Pleasant); (6) "An African-Centered Perspective on Literacy: Promise and Possibilities" (Barbara J. Diamond); (7) "Reading, Language, Culture, and Ethnic Minority Students" (Jon Reyhner and Ward Cokrum); (8) "Best Practice(s)? The Cultural Discourse of Developmentalism in American Early Education: A Cross-Cultural Comparison" (Diane M. Hoffman); (9) "African American Young Adult Science Fiction and Fantasy Literature: Realism for the 21st Century" (Randy F. Rush); and (10) "Rocks in the Brook: A Teacher Educator's Reflections" (Arlette Ingram Willis); (11) "English Language Learners' Reading: New Age Issues" (Jill Fitzgerald); (12) "Home-School Collaboration: Successful Models in the Hispanic Community" (Flora V. Rodriguez-Brown); and (13) "Getting the Most Out of School-Based Professional Development in Culturally Diverse Schools" (William M. Saunders, Gisela O'Brien, David Marcelletti, Kathy Hasenstab, Tina Saldivar, and Claude Goldenberg); (14) "Preservice Teachers Connect Multicultural Knowledge and Perspectives with Literacy Instruction for Minority Students" (Hong Xu); (15) "Raccoon? Wass Dat? Hawaiian Preservice Teachers Reconceptualize Culture, Literacy, and Schooling" (Margaret J. Maaka, Kathryn H. Au, Yvonne K. Lefcourt, and L. Pauahi Bogac); (16) "Understanding Culture in Our Lives and Work: Teachers Literature Study in the Book Club Program" (Taffy E. Raphael, Karen Damphousse, Kathy Highfield, and Susan Florio-Ruane); and (17) "The Power to Empower: Creating Home/School Relationships with the ABC's of Cultural Understanding and Communication" (Patricia Ruggiano Schmidt). (Chapters contain references.) (SM)

ED 455 322

UD 034 300

Eaton, Susan E.

**The Other Boston Busing Story: What's Won and Lost across the Boundary Line.**

Report No.—ISBN-0-300-08765-9

Pub Date—2001-00-00

Note—320p.

Available from—Yale University Press, P.O. Box 209040, New Haven, CT 06520-9040 (\$26.95). Tel: 203-432-0964; Fax: 203-432-2394; Web site: <http://www.yale.edu/yup>.

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—\*Black Students, \*Busing, Desegregation Plans, \*Educational History, Educational Policy, Elementary Secondary Education, Equal Education, Racial Bias, Racially Balanced Schools, \*School Desegregation, Suburban Schools, Urban Schools, Urban Youth

Identifiers—Boston Public Schools MA, Metropolitan Council for Educational Opportunity

This book examines a long-running voluntary desegregation program in Boston as a model of the long-range benefits and present-day challenges of integrating America's schools. The book presents interviews with program participants who are now adults and recounts their struggles and achievements. It explores the ways in which the Metropolitan Council for Educational Opportunity (METCO) affected the lives of its graduates and the schools involved in the program. The book's seven chapters are: (1) "The Other Boston Busing Story"; (2) "Why They Went?"; (3) "What Remains in Memory"; (4) "The Gains"; (5) "The Resolutions"; (6) "What About Now?"; and (7) "City Life and Suburban Schools." Three appendixes contain next steps for research, methods, and an interview guide. (Contains 91 bibliographic references.) (SM)

ED 455 323

UD 034 301

Blair, Maud

**Why Pick on Me? School Exclusion and Black Youth.**

Report No.—ISBN-1-85856-231-7

Pub Date—2001-00-00

Note—162p.; Published by Trentham Books Limited.

Available from—Stylus Publishing, LLC, 22883 Quicksilver Drive, Sterling, VA 20166-2012 (\$27.50). Web site: <http://www.styluspub.com>.

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Administrator Role, Adolescents, \*Black Students, Discipline, Elementary Secondary Education, Equal Education, Ethnic Stereotypes, Foreign Countries, Higher Education, Leadership, Males, Parent Attitudes, Preservice Teacher Education, Principals, \*Racial Discrimination, Teacher Attitudes, Teacher Responsibility, Teacher Role, Teacher Student Relationship

Identifiers—United Kingdom

This book examines school exclusion in the United Kingdom, particularly the exclusion of black males, using data from the author's experience as an advisory teacher for multicultural education and from four studies of black students. The book highlights school-related determinants of young people's life chances. Chapter 1, "Introduction," describes racism and exclusion. Chapter 2, "The Education of Teachers," discusses the role of preservice education in shaping teachers' attitudes. Chapter 3, "Children, Schools and the Wider Society," discusses race and ethnicity in schools, problems faced by black youth, and how schools contribute to the creation of criminals. Chapter 4, "Leadership and Disciplinary Exclusion," examines the administrator's role. Chapter 5, "Through Students' Eyes," explains how students, particularly black males, feel about discipline, racial bias, respect, stereotypes, and gender issues, and it notes the importance of context when examining ethnicity and discipline. Chapter 6, "Teachers' Roles and Responsibilities," describes how teachers' attitudes and behaviors can affect their students' life chances. Chapter 7, "Parents' Perspectives," discusses how parents view teacher-student and teacher-parent relationships. Chapter 8, "Conclusion," summarizes findings and makes recommendations for key stakeholders to help mitigate the problem of racial exclusion. (Contains 201 bibliographic references.) (SM)



ED 455 324

UD 034 302

Rutter, Jill

**Supporting Refugee Children in 21st Century Britain: A Compendium of Essential Information.**

Report No.—ISBN-1-85856-185-X

Pub Date—2001-00-00

Note—309p.; Published by Trentham Books Limited.

Available from—Stylus Publishing, LLC, 22883 Quicksilver Drive, Sterling, VA 20166-2012 (\$29.95). Web site: <http://www.styluspub.com>.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Acculturation, Adolescents, Child Development, Children, Civil Rights, Diversity (Student), Early Intervention, Educational Policy, Elementary Secondary Education, Family School Relationship, Foreign Countries, Language Maintenance, \*Language Minorities, Limited English Speaking, Minority Group Children, Psychological Patterns, Racial Bias, \*Refugees, \*Student Needs

Identifiers—Asylum, Emotional Support, Unaccompanied Minors, \*United Kingdom

This book provides information on the most recent groups of refugee children in British schools, including children from Albania, Eastern European Roma, the former Soviet Union, Iraq, Kurdistan, Algeria, Colombia, Ecuador, Bolivia, Kenya, Nigeria, and many other countries. Because educational provisions for students from refugee communities have progressed, the book describes new approaches that have proven effective. The 14 chapters are: (1) "Who are Refugees?"; (2) "Refugees in the United Kingdom"; (3) "The Rights and Entitlements of Asylum-Seekers and Refugees"; (4) "The Reception, Settlement and Integration of Asylum-Seekers and Refugees in the United Kingdom"; (5) "Towards an Education Policy for Refugee Students"; (6) "A Warm Welcome: Admission and Induction"; (7) "Supporting Children Whose First Language is Not English"; (8) "Home Language Maintenance and Development"; (9) "The Psychological and Emotional Needs of Refugee Children"; (10) "Challenging Racism and Xenophobia in Schools"; (11) "Home and Community Links"; (12) "Unaccompanied Refugee Children"; (13) "Meeting the Needs of 14-19 Year Old Students"; and (14) "Early Years Provision." A final section of the book presents details on each of the refugee groups and offers terminology, an extensive bibliography, and a listing of relevant organizations. (SM)

ED 455 325

UD 034 303

Bhavani, Reena

**Rethinking Interventions To Combat Racism.**

Spons Agency—Commission for Racial Equality, London (England).

Report No.—ISBN-1-85856-252-X

Pub Date—2001-00-00

Note—142p.; Title on cover page is "Rethinking Interventions in Racism." Research funded by the Barrow Cadbury Trust. Published by Trentham Books Limited.

Available from—Stylus Publishing, LLC, 22883 Quicksilver Drive, Sterling, VA 20166-2012 (\$24.95). Web site: <http://www.styluspub.com>.

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Blacks, Consciousness Raising, Cultural Awareness, Foreign Countries, Police Action, \*Racial Attitudes, \*Racial Bias, Racial Relations, Social Bias

Identifiers—\*Antiracist Education, Social Policy, United Kingdom

This book arose as a result of the findings of the Stephen Lawrence murder inquiry, particularly the relationship to education and training about racism. Sir William Macpherson began his inquiry in 1998 following the racially motivated murder of Stephen Lawrence. The inquiry examined the causes of Lawrence's death, lessons to be learned from it, and national issues related to the investigation and prosecution of racially motivated crimes. The resulting Macpherson report presented recommendations for rethinking racism and strategies for combating it.

This book analyzes the legal inquiry in detail and interviews some of the key figures involved, discussing the police culture and the history of training on racial issues. It places the Macpherson recommendations in context, examining: how to use the Macpherson recommendations to enhance understanding of racism and improve effectiveness in tackling it; how current antiracism training takes account of the changing nature of racism; and whether new social policy initiatives have helped or hindered effective antiracism training. The book's seven chapters are: (1) "Introduction"; (2) "Unraveling Racism: Changing Conceptions"; (3) "Unraveling Racism: The Specificities of Racism"; (4) "Discourse Theory and Police Evidence from Stephen Lawrence Inquiry"; (5) "Training to Combat Racism: Past and Present"; (6) "The Post-Stephen Lawrence Inquiry Policy Context"; and (7) "Conclusions and Recommendations." Appendix 1 lists industrial training boards on race relations development; appendix 2 identifies strengths and weaknesses of various approaches that have been adopted to tackle racism. (Contains an extensive bibliography.) (SM)

ED 455 326

UD 034 307

Wilson, Bruce L. Corbett, H. Dickson

**"No Excuses": The Eighth Grade Year in Six Philadelphia Middle Schools.**

Philadelphia Education Fund, PA.

Spons Agency—Pew Charitable Trusts, Philadelphia, PA.

Pub Date—1999-00-00

Note—123p.

Available from—Philadelphia Education Fund, Seven Benjamin Franklin Parkway, Philadelphia, PA 19103. Tel: 215-665-1400; e-mail: [rmanzano@philaedfund.org](mailto:rmanzano@philaedfund.org); Web site: <http://www.philaedfund.org>.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC05 Plus postage.**

Descriptors—\*Academic Achievement, Black Students, Educational Change, Educational Environment, Educational Quality, Equal Education, Grade 8, \*Middle School Students, Middle Schools, Poverty, Student Attitudes, Teacher Expectations of Students, Teacher Student Relationship, Urban Schools

Identifiers—Philadelphia School District PA, Reform Efforts

This study documented middle school students' perceptions of their educational experiences, tracking how their perceptions evolved over 3 years and corresponding to the Philadelphia School District's implementation of its Children Achieving reform agenda. Fifty 6th graders were chosen from each of six urban schools and interviewed in the spring of each year throughout middle school. Students in the first five schools, who were predominantly African American, did not perceive much change in their schools. Those who did perceive change saw it in regard to student behavior and level of work. Students did not experience a similar curriculum or pedagogy or have equal access to quality teaching. Students wanted teachers who persisted in pushing and helping students, who varied classroom activities, controlled student behavior without ignoring the lesson, and understood students' situations. Students felt that good teachers would not give up on them for any reason. In the sixth school, which had a partnership with an educational research and development center and which was very diverse, there was much more consistency in pedagogy, content, and classroom environment, and students had access to similar educational experiences. An appendix contains student interview protocols. (SM)

ED 455 327

UD 034 309

Wallace, Kendra R.

**Relative/Outsider: The Art and Politics of Identity among Mixed Heritage Students. Contemporary Studies in Social and Policy Issues in Education: The David C. Anchin Center Series.**

Report No.—ISBN-1-56750-551-1

Pub Date—2001-00-00

Note—184p.

Available from—Ablex Publishing, 88 Post Road West, Westport, CT 06881 (\$34.95). Web site: <http://www.ablexbooks.com>.

Pub Type—Books (010) — Reports - Research (143) — Tests/Questionnaires (160)

**Document Not Available from EDRS.**

Descriptors—College Students, Cultural Differences, Cultural Influences, Diversity (Student), \*Ethnicity, High School Students, High Schools, Higher Education, \*Multiracial Persons, \*Racial Identification

Identifiers—Multiracial Family

Exploring ethnic and racial identity formation among high school and college students of racially mixed heritage, this book examines the dynamic ethnic and racial lives of a multifaceted and growing segment of students. Data come from surveys with students at a public high school and a private university in the San Francisco, California area. Participating students represent a vast array of heritages, including those with dual minority ancestry. The students' stories speak about the uneven nature of racial and ethnic experiences within and across traditional communities in contemporary U.S. society. The book examines the cultural dynamics of the home and considers processes of enculturation and discourse acquisition in the development of ethnic identity. It helps to frame how changes within the U.S. racial ecology lead many recently mixed heritage people to see themselves as occupying "(un)common" ground. Finally, the book offers recommendations for educators concerned with creating school contexts that are critically supportive of human diversity. Three appendices present the race-ethnicity survey, the recruitment flyer, and expressive autobiographical interview probes. (Contains 97 references.) (SM)

ED 455 328

UD 034 310

Gadsden, Vivian L., Ed. Trent, William, Ed.

**Transitions in the Life Course of African-American Males: Issues in Schooling, Adulthood, Fatherhood, and Families.**

Pennsylvania Univ., Philadelphia. National Center on Fathers and Families.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—1995-08-00

Note—57p.; Papers presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

Pub Type—Collected Works - General (020)

**EDRS Price — MF01/PC03 Plus postage.**

Descriptors—Academic Achievement, \*Black Students, \*Blacks, Elementary Secondary Education, Family (Sociological Unit), \*Fathers, \*Males, \*Parent Responsibility, Parent Role, Parenting Skills, Poverty, Research, Socialization

Identifiers—African Americans, Revisionism

These papers, presented at a symposium on African American fathers, examine issues related to the seven "Core Learnings" of the National Center on Fathers and Families, particularly those related to fathers' caring, joblessness, and role transitions. The papers connect issues across school, work, and personal development that contribute to African American male experiences and the transition into fatherhood. After an introduction, "Transitions in the Life-Course of African-American Males: Issues in Schooling, Adulthood, Fatherhood, and Families" (William Trent), five papers include: "Determinants of School Success among African American Males" (James Earl Davis and Will J. Jordan); "Education and Responsible Fatherhood among African Americans: Socialization, Mobilization and Allocation Challenges" (Phillip J. Bowman); "African American Males and Fatherhood: Issues in Research and Practice" (Vivian L. Gadsden and Ralph Smith); "Revisionist and Post-Revisionist Paradigms in Life Transitions of Black Males: A Commentary from Research" (Deborah J. Johnson); and "African American Manhood and Fatherhood: A Commentary from Practice" (Edward W. Pitt). (Contains 131 references.) (SM)

ED 455 329 UD 034 311

**Districts on the Move: Unified Student Service in Boston Public Schools: Building a Continuum of Services through Standards-Based Reform.**

Education Development Center, Newton, MA.  
National Inst. for Urban School Improvement.  
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.  
Pub Date—2001-04-00  
Contract—H086C970005-98  
Note—21p.

Available from—National Institute for Urban School Improvement, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02458. Tel: 617-969-7100, ext. 2105; Fax: 617-969-3440; e-mail: niusi@edc.org; Web site: <http://www.edc.org/urban>.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Standards, \*Disabilities, \*Educational Change, Elementary Secondary Education, \*Inclusive Schools, Mainstreaming, Public Schools, \*Regular and Special Education Relationship, Urban Schools  
Identifiers—\*Boston Public Schools MA

This paper discusses standards-based reform in the Boston Public Schools, exploring the importance of creating a sensible and interdependent relationship between general and special education. Section 1 discusses education reform and special education. Section 2 examines organizational changes to support reform. Section 3 describes conceptual changes to support reform (special education has been viewed as the only service available, resulting in a lack of emphasis and coordination of service options for students without disabilities, and tighter alignment was needed between district and whole-school improvement planning). Section 4 highlights the scope of the United Student Services Team's work (guiding principles, structure and leadership, defining the work, and strategic action). Section 5 presents lessons learned, including the need to: make sure that special education is working well when a unified model is launched; discuss the reorganization with all stakeholders; and make explicit connections between resources and unified support to schools. Section 6 examines future challenges, including more closely aligning services with the needs of students, teachers, and other partners and developing formative evaluations so that progress can be gauged through indicators that show students' progress and provide teachers with data to reflect on their own practices. (SM)

ED 455 330 UD 034 313

Hao, Lingxin. Astone, Nan M. Cherlin, Andrew J.

**Adolescents' School Enrollment and Employment: Effect of State Welfare Policies. JCPR Working Paper 232.**

Joint Center for Poverty Research, IL.  
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

Report No.—R01HD37018

Pub Date—2001-06-00

Note—53p.; Earlier version presented at the Annual Meeting of the Population Association of American (66th, Washington, DC, March 29-31, 2001).

Available from—For full text: <http://www.jcpr.org>.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Adolescents, \*Disadvantaged Youth, Job Skills, Low Income Groups, Secondary Education, \*Secondary School Students, Welfare Services, Youth Employment  
Identifiers—Personal Responsibility and Work Opp Recon Act, Welfare Reform, Working Poor

This study hypothesizes that stringent welfare policies may promote school enrollment and reduce employment among adolescents from low-income, single parent, and welfare families. Using data from the National Longitudinal Survey of Youth, 1997 cohort, combined with state-level data sources, this analysis uses a dynamic model to study school and

work transitions of adolescents and separates out the welfare policies from the non-welfare state policies, youth-specific local labor market conditions, and unobserved state characteristics and period effects. The study also explores the positive and negative effects that parents' (especially mothers') transition to work may have on adolescents' decisions concerning school enrollment and employment. Findings from this study indicate that in states with stringent welfare policies, low-income adolescent students are less likely to get or keep a job while in school than their counterparts in states with less stringent welfare policies. Though focusing entirely on schooling may be the best way for low-income youth to build human capital, the study points out that not having a formal job may prevent adolescents from acquiring the skills necessary to obtain and keep a job in the future. The analysis also suggests that, though the positive effects of parental employment in terms of influence and self-esteem may be significant, the family process whereby mothers enter the workforce may impose stress and lead to detrimental outcomes for adolescents, especially those who have dropped out of school. (Contains 40 references.) (SM)

ED 455 331 UD 034 314

Korgen, Kathleen Odell

**From Black to Biracial: Transforming Racial Identity among Americans.**

Report No.—ISBN-0-275-96744-1

Pub Date—1999-00-00

Note—143p.

Available from—Praeger Publishers, 88 Post Road West, Westport, CT (\$18.95). Web Site: <http://www.praeger.com>.

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Blacks, Civil Rights, College Students, Dating (Social), Higher Education, \*Multiracial Persons, Public Policy, \*Racial Identification, Whites

Identifiers—Marginalized Groups, Multiracial Family

This book describes the transformation in the racial self-identification of Americans who have both an African American and a white parent. Using data from extensive research and interviews, the book examines how the transformation has its roots in the historical and cultural transitions in U.S. society since the civil rights era. Chapter 1, "Biracial Americans: White, Black, Both, Neither," discusses the history and treatment of biracial people in the United States. Chapter 2, "Black by Definition" or "The Best of Both Worlds?" presents case studies of three biracial people born before, during, and after the civil rights movement. Chapter 3, "The Transformation: From Black to Biracial," discusses the direction of this transformation in racial identity. Chapter 4, "Turning Points: Biracial College Students and Dating," explores how the transformation influences young biracial Americans' personal lives. Chapter 5, "Marginality and the Biracial American," discusses whether or not biracial Americans are marginalized. Chapter 6, "Identities and Transformation," describes a new theory of identity based on the works of symbolic interactionist and postmodern theories. Chapter 7, "Public Policy Implications," examines public policy implications of the transformation. An appendix presents notes on research methodology. (Contains 137 bibliographic references.) (SM)

ED 455 332 UD 034 315

Gottschalk, Peter. Danziger, Sheldon

**Income Mobility and Exits from Poverty of American Children, 1970-1992. JCPR Working Paper 186.**

Spons Agency—Ford Foundation, New York, NY; United Nations Children's Fund, Florence (Italy). International Child Development Centre.

Pub Date—1999-08-00

Note—25p.

Available from—For full text: <http://www.jcpr.org>.

[www.jcpr.org](http://www.jcpr.org).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Blacks, \*Children, \*Family Income, Family Structure, Females, One Parent Family, \*Poverty, \*Social Mobility, \*Socioeconomic Status, Welfare Services

Identifiers—\*Income Improvement, Income Level

This longitudinal study investigated two issues regarding child poverty dynamics: whether long-run transitions out of poverty have changed and whether the events associated with exits from poverty have changed over time. The study contrasted mobility patterns of young children over the 1970s with patterns over the 1980s, examining which poor children had higher or lower mobility prospects and whether those mobility prospects changed over time. Finally, the study investigated how changes in family structure and in receipt of welfare income related to exits out of poverty and how they changed over time. Data came from the Panel Study of Income Dynamics, which gathers longitudinal information on offspring of the original 1967 sample of 5,000 families. Data analysis indicated that about half of the children who were in poor families at the start of each decade remained poor. For African American children and children in female-headed households, both the relative and the absolute mobility were considerably lower. Because there were no significant changes in mobility over time, the study concludes that there is no evidence that the increase in inequality during the 1980s, which contributed to the rise in poverty, was offset by an increase in mobility. Seven tables are included. (SM)

ED 455 333 UD 034 316

Rosenbaum, Dan T.

**Ability, Educational Ranks, and Labor Market Trends: The Effects of Shifts in the Skill Composition of Educational Groups. JCPR Working Paper 146.**

Joint Center for Poverty Research, IL.  
Spons Agency—Northwestern Univ., Evanston, IL. Inst. for Policy Research; National Science Foundation, Arlington, VA.

Pub Date—2000-01-28

Note—39p.

Available from—For full text: <http://www.jcpr.org>.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Educational Attainment, Elementary Secondary Education, Higher Education, \*Job Skills, Labor Market, Research Methodology, \*Salaries, \*Wages

Large increases in educational attainment have resulted in dramatic shifts in the composition of educational groups. Utilizing 1960-90 Decennial Census and other data, this paper uses educational ranks (cohort-specific relative rankings in educational attainment) as a control for changes in the composition of educational groups. This approach assumes that people in different cohorts with the same educational rank have about the same level of ability. The paper also examines a second approach to controlling for changes in the composition of educational groups, within cohort comparisons. For native white males between 1969-89, accounting for changes in the composition of educational groups: (1) explains about half of the increase in the college-high school weekly earnings differential; (2) results in increases in weekly earnings for the less educated; and (3) doubles the increases in experience differentials for high school graduates who are less educated. The paper questions the common research strategy of using educational groups as a proxy for skill groups over long time periods, noting that estimates of the returns to skill using education differentials are likely to present a misleading portrait of the labor market and arguing that this misleading portrait has been significant over time. (Contains 30 references and 9 tables.) (SM)

ED 455 334 UD 034 317

**Our Call to Action: Raising the Bar and Closing the Gap Because All Children Matter. Revised.**

Montgomery County Public Schools, Rockville, MD.

Pub Date—1999-11-12

Note—76p.; Photographs may not reproduce adequately.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Achievement, \*Accountability, Action Research, Early Intervention, Educational Improvement, \*Educational Quality, Elementary Secondary Education, Faculty Development, Literacy Education, Parent School Relationship, Partnerships in Education, School Community Relationship, Teacher Expectations of Students, Teaching Conditions

Identifiers—Montgomery County Public Schools MD

This publication presents Montgomery County, Maryland's plan for empowering the educational community by organizing the necessary resources, knowledge, and skills to fulfill the promise of success for every student. The four main goals are: to ensure success for every student; to provide an effective instructional program; to strengthen productive partnerships for everyone; and to create a positive work environment in a self-renewing organization. This report describes the goals and challenges, then examines the following themes: thinking and learning about best practices through action research; the power of attitudes and impact of expectations; shared accountability for qualitative and quantitative performance excellence; and the challenge of learning and using inclusive, collaborative problem solving. It goes on to highlight several trend-benders (initiatives designed to bend a performance trend upward toward a specific goal), including: developing a system of shared accountability; planning to achieve early success; planning to improve workforce excellence; broadening the concept of literacy; reorganizing assets for school success; and creating family- and community-friendly partnerships. (Contains 54 references.) (SM)

ED 455 335

UD 034 318

Gaddy, Barbara, Ed.

**Including Culturally and Linguistically Diverse Students in Standards-Based Reform: A Report on McREL's Diversity Roundtable I.**

Mid-Continent Research for Education and Learning, Aurora, CO.

Pub Date—1999-09-00

Note—98p.

Available from—Mid-Continent Research for Education and Learning, 2550 South Parker Road, Suite 500, Aurora, CO 80014-1678. Tel: 303-337-0990; Fax: 303-337-3005; Web site: <http://www.mcrel.org>.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Standards, \*Cultural Differences, \*Diversity (Student), \*Educational Change, Elementary Secondary Education, English (Second Language), Equal Education, Evaluation Methods, \*Language Minorities, Student Evaluation

This document presents four research-based papers that were the catalyst for discussions at the first Mid-Continent Research for Education and Learning diversity roundtable in 1998. The goals established for this roundtable included: building participants' capacity for working with diverse populations; providing a catalyst for participants to critically examine and discuss pertinent issues; promoting the need for improving the alignment of instructional practice with standards-based reform; and raising the awareness of the need for procedures, policies, and practices to address the needs of diverse students. Chapter 1, "Introduction," highlights the increasing diversity characterizing the nation, communities, and schools. Chapter 2, "A Better Education for Every Child: The Dilemma for Teachers of Culturally and Linguistically Diverse Students" (Sharon Nelson-Barber), states that a generic approach to reform is ineffective and inequitable because the qualities of good teaching vary by cultural context. Chapter 3, "School Reform and Alignment of Standards" (Margarita Calderon),

examines effective instruction for language minority students. Chapter 4, "Personal Perspectives on Organizational Issues in the Standards-Based Education Movement" (William Demmert), provides a framework for creating a standards-based system that reflects the variables influencing students' success. Chapter 5, "Assessment of Culturally and Linguistically Diverse Students: Considerations for the 21st Century" (Aida Walqui), discusses how student demographics have changed over recent decades and how diverse students have fared in the education system. Chapter 6, "Conclusion," summarizes issues raised in the papers and roundtable discussions, noting major areas in which educators can initiate or strengthen actions to improve the education of diverse students. (Papers contain references.) (SM)

ED 455 336

UD 034 319

Berrier, Jenny Winship, Christopher

**Should We Have Faith in the Churches? Ten-Point Coalition's Effect on Boston's Youth Violence. JCPR Working Paper.**

Joint Center for Poverty Research, IL.

Report No. —JCPR-WP-68

Pub Date—1999-01-01

Note—69p.

Available from—For full text: <http://www.jcpr.org>.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adolescents, \*Church Role, \*Inner City, Minority Group Children, \*Police Community Relationship, Racial Factors, Urban Areas, Urban Youth, \*Violence

Identifiers—\*Massachusetts (Boston), \*Minister Role, Risk Reduction

This paper describes the role of religious institutions in reducing youth violence in the inner city. The paper focuses on the Ten-Point Coalition, a group of ministers in Boston who have contributed in specific ways to reducing youth violence in that city. It analyzes the effectiveness of the police in reducing violence, pointing to the difficulties caused by the hostile and highly confrontational relationship between the police and the inner city community. The Coalition has succeeded in the long-run because it has been an intermediary between the police and the criminal justice system and Boston's inner city community. Coalition activities complement changes in police policy and practice, increasing police effectiveness by identifying high risk youth and providing legitimacy for appropriate police activities. The paper tells the Boston story from the point just prior to the Coalition's involvement until the present, then examines why the justice system has not operated effectively within many inner cities. It describes New York City, where ministers have not been involved in reducing crime, pointing out that though it has been nearly as successful as Boston by pursuing very aggressive tactics, signs of backlash are surfacing. (Contains 21 references.) (SM)

ED 455 337

UD 034 320

Johnson, James H., Jr. Farrell, Walter C., Jr. Braithwaite, Lawrence P.

**Building Bridges to the Economic Mainstream for African American Male Ex-Offenders: A Preliminary Assessment of an Inmate Education Re-Entry Program.**

North Carolina Univ., Chapel Hill.

Pub Date—2001-05-00

Note—65p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Attitude Change, \*Blacks, Consciousness Raising, \*Correctional Education, Delinquent Rehabilitation, \*Males, \*Prisoners, Program Effectiveness

Identifiers—North Carolina

This paper describes a state-funded inmate education and re-entry program that provides soft skills training for soon-to-be released offenders. The paper presents preliminary evidence regarding the impact of this training on 14 young male participants. Data came from information prepared by inmates throughout the training program and ethnographic field notes from interviews with inmates

following successful completion of the program. The paper begins with four hypotheses on "the African American male problem" (spatial isolation, social capital, search and destroy, and cultural capital/employer preference), assessing their implications for designing interventions to facilitate African American male inmates' re-entry into mainstream society. It describes the North Carolina Inmate Education and Re-Entry Program, profiling its participants, describing preliminary program successes, and examining the pro-social actions inmates have taken in working to achieve their goals. All 14 participants expressed willingness to work in legitimate occupations and rebuild and improve their family lives. Two earned work release privileges and are successfully employed, two were released from prison and have jobs, and another runs a legitimate business from prison. (Contains 91 references.) (SM)

ED 455 338

UD 034 321

**Campaign for Fiscal Equity, et al., Plaintiffs, against the State of New York, et al., Defendants, Supreme Court State of New York, County of New York, I.A.S. Part 25. Index No. 111070/93 (Judge DeGrasse Ruling).**

New York State Unified Court System, Albany.

Pub Date—2001-00-00

Note—198p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Civil Rights, Court Litigation, \*Educational Finance, Elementary Secondary Education, Equal Education, \*Financial Support, Governance, Minority Group Children, Public Education, State Aid, State Courts, Urban Schools

Identifiers—\*New York City Board of Education Students, parents, and organizations concerned with education challenged New York State's funding of New York City's public schools. The plaintiffs, the Campaign for Fiscal Equity and others, asserted that the state failed to ensure that New York City's public schools received adequate funding to afford its students the sound basic education guaranteed by the Education Article of the New York State Constitution. They also asserted that the state's funding mechanisms had an adverse, disparate impact on minority students, in violation of specific implementing regulations of Title VI of the Civil Rights Act of 1964. Though defendants vigorously disputed the claims, the court held that the education New York City provided students was so deficient that it fell below the constitutional floor set by the Education Article of the state's constitution, and that the state's actions were a substantial cause of this constitutional violation. The court also found that the state school funding system had an adverse and disparate impact on minority students, and this impact was not adequately justified by any reason related to education. Plaintiffs proved their federal law claim as well. The court ordered that the defendants establish reforms of school financing and governance designed to redress the constitutional and regulatory violations set forth in this opinion. (SM)

ED 455 339

UD 034 322

Mayer, Susan E. Lopoo, Leonard Michael

**Has the Intergenerational Transmission of Economic Status Changed? JCPR Working Paper.**

Joint Center for Poverty Research, IL.

Report No. —JCPR-WP-227

Pub Date—2001-06-18

Note—16p.

Available from—For full text: <http://www.jcpr.org>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Economic Status, Educational Attainment, Family Characteristics, \*Family Income, \*Parent Influence, \*Sons

This study used data from the Panel Study of Income Dynamics (PSID) to assess the extent to which economic status is transmitted from one generation to the next, focusing on whether the effect of parental income on sons' family income and wages



changed for cohorts between 1949 and 1965. The PSID is a longitudinal data set initiated with a core sample of approximately 4,800 families in 1968. This study includes all males born between 1949-65 whose parents responded to the survey and who had positive income or wages when they were 30 years old. Results indicated that the effect of parental income on sons' family income and wages at age 30 declined. This was largely because the effect of parental income on sons' years of schooling declined. The decline in the effect of parental income is not part of an overall decline in the effect of family background. The effect of parents' education on sons' economic status did not decline and may have increased; however, the effect of other family background characteristics hardly changed. The researchers suggest that the decline in the effect of parental income on sons' income may be due to the increase in government investment in children, especially in their educational attainment. (SM)

**ED 455 340** UD 034 324

Ferguson, Dianne L. Meyer, Gwen

**Schools on the Move: Stories of Urban Schools Engaged in Inclusive Journeys of Change.**

Benito Martinez Elementary, El Paso, TX. Education Development Center, Newton, MA. National Inst. for Urban School Improvement.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—2001-05-00

Contract—H086C970005-98

Note—23p.

Available from—National Institute for Urban School Improvement, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02458-1060. Tel: 617-969-7100, ext. 2105; Fax: 617-969-3440; e-mail: niusi@edc.org; Web site: <http://www.edc.org/urban>.

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Change Strategies, \*Educational Change, Educational Improvement, Elementary Education, Faculty Development, Family School Relationship, Governance, Participative Decision Making, School Community Relationship, \*Urban Schools

Identifiers—Texas

This booklet presents the story of Benito Martinez Elementary, one urban elementary school in the midst of change and renewal. It is one of 85 schools with which the National Institute for Urban School Improvement is involved in partnerships for change. Through the stories of parents, students, teachers, and administrators, the booklet describes how the school is making fundamental and enduring changes in its work, and thus in the lives of children and youth. After presenting an overview of the school, the booklet explains how the effort began, focusing on planning for student academic achievement and teacher learning. It goes on to explain how the school planned "leadership from the back" to create a professional community, with principals sharing their leadership tasks with teachers and families. The next section explains how the school planned to improve and expand family and school linkages. The booklet concludes by summarizing how Benito Martinez Elementary School has succeeded at the professional development effort level, school organizational level, district effort and support level, and student learning level. (SM)

**ED 455 341** UD 034 326

**Gender Differences in Educational Achievement within Racial and Ethnic Groups.** ERIC Digest Number 164.

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-01-3; ISSN-0889-8049

Pub Date—2001-08-00

Contract—ED-99-CO-0035

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Colum-

bia University, New York, NY 10027. Tel: 800-601-4868 (Toll Free); Web site: <http://www.eric-web.tc.columbia.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Advanced Placement, College Preparation, Course Selection (Students), Educational Attainment, Elementary Secondary Education, Equal Education, Graduation, Higher Education, Minority Group Children, \*Racial Differences, \*Sex Differences, Standardized Tests, Test Bias

Identifiers—ERIC Digests

Educational Testing Service (ETS) research highlights more similarities than variations in gender differences among student racial/groups, though variations exist in how the differences are manifested. This digest presents highlights from Richard Coley's findings in "Differences in the Gender Gap: Comparisons across Racial/Ethnic Groups in Education and Work." Coley's review covered results on the National Assessment of Educational Progress over the past decade. This digest also presents information about gender differences from a sample of high school students who intended to enroll in college. Overall, the issue of gender difference in academic outcomes is complicated. Lack of conclusive findings about a gender gap in achievement, as measured by standardized tests, suggests that there is no systematic disenfranchisement of students by sex, although traditional gender differences in course selection and subject-specific achievement persist. Differences in educational access and attainment among students of different races/ethnicities are more apparent, with whites far more likely to take college preparatory courses and complete college. Despite efforts to ensure test fairness, student differences inevitably render some tests unfair. Research indicates that more intensive effort is needed to eliminate educational inequities, particularly among black and Hispanic males who lag behind females in college completion. (SM)

**ED 455 342** UD 034 327

Goldhaber, Dan

**School Choice as Education Reform: What Do We Know? ERIC Digest Number 165.**

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-01-4; ISSN-0889-8049

Pub Date—2001-08-00

Contract—ED-99-CO-0035

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027. Tel: 800-601-4868 (Toll Free); Web site: <http://www.eric-web.tc.columbia.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, Competition, \*Educational Change, Educational Improvement, Educational Vouchers, Elementary Secondary Education, Minority Groups, Parent Participation, Private Schools, Public Schools, \*School Choice, Urban Schools

Identifiers—ERIC Digests, Reform Efforts

The question of whether school choice improves student outcomes persists. This digest explores issues surrounding school choice, highlighting major research findings. Overall, the ultimate impact of choice depends on how parents and schools respond to more schooling options and greater competition. Research indicates that greater parental satisfaction is associated with choice, but that less educated parents with more modest means are less likely to exercise choice, which suggests that choice systems could lead to less equity and greater racial, ethnic, and socioeconomic stratification. Research suggests that any benefits of public-private choice are small, though there is some evidence that private schools benefit urban minority students. Research on educational vouchers does not show statistically significant differences

between public and private school students in test score performance. Comparing student outcomes in localities with differing amounts of competition shows that intra- and inter-district choice plans affect student achievement, and public school districts facing greater competition from other districts have better student outcomes. A positive relationship exists between school choice and measures of school quality. Parents are making decisions that are likely to benefit their children academically, though they tend to base schooling decisions, at least in part, on non-academic school attributes. (SM)

**ED 455 343** UD 034 328

Schwartz, Wendy, Ed.

**School Practices for Equitable Discipline of African American Students. ERIC Digest Number 166.**

ERIC Clearinghouse on Urban Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-01-5; ISSN-0889-8049

Pub Date—2001-09-00

Contract—ED-99-CO-0035

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027. Tel: 800-601-4868 (Toll Free); Web site: <http://eric-web.tc.columbia.edu>.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Black Students, \*Cultural Differences, \*Discipline, Educational Environment, Elementary Secondary Education, Parent Participation, Racial Bias, Student Behavior, Teacher Student Relationship

Identifiers—\*African Americans, ERIC Digests

Many schools employ varied strategies to ensure equitable treatment of African American students and fair and educative disciplinary procedures. This digest reviews successful disciplinary practices. Cross-cultural competence has a role in student-school relationships. Many negative perceptions of difference exist in today's society. Schools can transform their cultures to create hospitable environments for African Americans by communicating expectations that all students can succeed, providing opportunities for success, fostering social skills development, evaluating students for their strengths, and hiring minority teachers. Miscommunication and racial and cultural differences in definitions of good behavior often lead to inequitable punishment of minority students by teachers who do not respect their classroom participation styles. Schools are adopting strategies to prevent discipline problems and to handle existing problems in culturally respectful ways. Schools need written codes of conduct that all students, staff, and parents understand. Before disciplining students, educators should elicit and consider the reasons for their perceived misbehavior. The goals of discipline should be to help students accept personal responsibility for their actions and commit themselves to change. Discipline should model good behavior, not retribution and humiliation. Schools must keep parents apprised of their children's behavior so they can collaborate when help is needed. (Contains 13 references.) (SM)

**ED 455 344** UD 034 329

Meyer, Gwen

**On Point...On Time and How To Get More of It. Brief Discussions of Critical Issues in Urban Education.**

Education Development Center, Newton, MA. National Inst. for Urban School Improvement.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—2001-04-00

Contract—H086C70005

Note—12p.

Available from—National Institute for Urban School Improvement, Education Development Center, Inc., 55 Chapel Street, Newton, MA

02458. Tel: 617-969-7100, ext. 2105; Fax: 617-969-3440; e-mail: niusi@edc.org. For full text: <http://www.edc.org/urban>.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Block Scheduling, Elementary Secondary Education, Flexible Scheduling, Planning, Time Blocks, \*Time Management, Urban Schools

This booklet examines issues related to time in education. After describing the increasing number of roles teachers play in their schools and their lack of time to do everything, the booklet explains that in order to achieve improved student outcomes, teachers need time to do their work. Teaching requires time for professional development, leadership activities, peer collaboration, parent partnerships, and school improvement. The use of time in schools indicates what is important to the school community and is usually reflected in the school's schedule. Scheduling reveals how much time is allocated to each subject and how much flexibility exists for differences in students, teaching, and content. Teachers need daily time for planning, collaborating, communicating with families, professional development, and school improvement. Two consecutive periods per day or several longer periods per week are preferable to one short period at a time. To prevent complications in scheduling as the year progresses, disciplined planning and scheduling at the beginning of the school year is necessary. Schools can create time by using block scheduling, restructuring or rescheduling time, changing staffing patterns, and adding time to the school day or year. (SM)

ED 455 345

UD 034 330

Butler, James

**Being There: Exploring the Fatherhood Experiences and Beliefs of Low-Income Urban African American Males.**

Pub Date—2000-02-00

Note—34p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Social Sciences Section) (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Blacks, Child Rearing, Children, \*Fathers, Low Income Groups, \*Males, \*Parent Child Relationship, Poverty, Racial Bias, Urban Areas

Identifiers—\*African Americans

This study examined the fatherhood experiences of 50 low-income, urban, African American fathers and father figures whose children were enrolled in an Early Head Start Program. Information was gathered via qualitative interviews conducted within participants' homes and communities and participant observation. Quantitative methods were used to examine demographic data. This allowed for in-depth exploration of participants' paternal role experiences, thus providing insight into the complexity and range of their attitudes, values and behaviors. Several key findings emerged from interviews with the fathers and father figures: the importance of emotional engagement in their expectations of fatherhood, the impact of economic barriers on their ideals of fatherhood, the effect of racism, and the absence of their own biological fathers and its impact. The most important finding was that the fathers and father figures were actively involved in their children's lives, often using the phrase "being there" (i.e., nurturing and providing financially for their children) to succinctly define what a good father was. The implementation of policies that are comprehensive enough to address the interrelated sequels of poor health, chronic joblessness, welfare dependency, poverty, and the related family provider role problems is recommended. (Contains 33 references.) (SM)

ED 455 346

UD 034 331

Almeida, Ruth Hill, Ian Kenney, Genevieve

**Does SCHIP Spell Better Dental Care Access for Children? An Early Look at New Initia-**

**tives. Occasional Paper Number 50. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.**

Urban Inst., Washington, DC.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.

Pub Date—2001-07-00

Note—40p.; Also funded by the Stuart Foundation.

Available from—Urban Institute, 2100 M Street, N.W., Washington, DC 20037. Tel: 202-833-7200; Fax: 202-429-0687; Web site: <http://www.urban.org>.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Child Health, \*Dental Health, Health Insurance, Low Income Groups, \*State Programs

Identifiers—Access to Health Care, \*Childrens Health Insurance Program, Medicaid

Dental disease is one of the most prevalent illnesses facing children in the United States today. Eighty percent of untreated dental disease in permanent teeth is found in roughly 25 percent of 5- to 17-year old children, most of whom come from low-income and other vulnerable populations. The State Children's Health Insurance Program (SCHIP) offers states an opportunity to expand health insurance and, by extension, financial access to dental care. This paper analyzes whether and how the coverage and delivery of dental services is changing under SCHIP, examining key differences between new separate SCHIP initiatives and traditional and expanded Medicaid programs. Data from telephone interviews and site visits with 18 states indicated that states did not focus particular attention on dental issues during SCHIP program development, though dental health coverage constituted a fundamentally important component of child health programs. All but one state elected to cover dental benefits. The extent of dental coverage under SCHIP was quite broad, although not as comprehensive as Medicaid dental coverage. Copayments on dental services were nominal in most separate SCHIP programs. Under separate SCHIP programs, some states raised dental payment levels above Medicaid's in an effort to raise dental provider participation, while other states paid about the same for dental services. In two states, early SCHIP dental program successes hastened reform efforts under Medicaid dental programs. Results suggest that improvements in access may be occurring under separate SCHIP programs that are paying dental providers at market rates when compared with Medicaid. (Contains 15 references.) (SM)

ED 455 347

UD 034 334

Hassel, Bryan C.

**How To Create a Community Guide to Your School District's Budget. School Finance Toolkit.**

Public Education Network, Washington, DC.

Spons Agency—Ford Foundation, New York, NY.

Pub Date—2001-00-00

Note—53p.

Available from—Public Education Network, 601 Thirtieth Street, N.W., Suite 900, Washington, DC 20005-3808. Tel: 202-628-7460; Fax: 202-628-1893; Web site: <http://www.PublicEducation.org>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Budgeting, \*Budgets, \*Citizen Participation, \*Community Involvement, Cooperative Planning, Data Collection, \*Educational Finance, Elementary Secondary Education, In-

formation Dissemination, \*School Community Relationship

This toolkit helps community-based organizations create a community guide to the school budget, demystifying school finance for citizens and engaging them in the process of using the school budget as a tool for school improvement. It explains the major steps organizations have used in their own initiatives, offering advice and examples of tools. It explores major challenges organizations have faced and how they have addressed them. It also presents other resources for finding and analyzing information about school finance. There are five major sections: "Get Started" (setting a mission for the school finance initiative, organizing participants, and finding resources); "Engage the Public" (strategies for engaging the public up front and finding out what citizens want to know about school finance); "Crunch the Numbers" (the nitty-gritty work of creating a community guide to the school budget, with tips on finding, analyzing, and presenting information effectively); "Put the Numbers to Work" (ways to use the information that has been collected as a catalyst for community-wide discussions of school finance and its impact on school quality); and "Resources" (tools used by community-based organizations in their school finance initiatives and references to many data sources). (SM)

ED 455 348

UD 034 337

Thom, Mary

**Balancing the Equation: Where Are Women and Girls in Science, Engineering and Technology?**

National Council for Research on Women, New York, NY.

Spons Agency—Alfred P. Sloan Foundation, New York, NY.; National Science Foundation, Arlington, VA.; Patrino Foundation, Manhasset, NY.; Ford Foundation, New York, NY.

Report No.—ISBN-1-880547-26-0

Pub Date—2001-00-00

Note—180p.; Preface by Linda G. Basch. Text printed on colored paper; may not reproduce well.

Available from—National Council for Research on Women, 11 Hanover Square, 20th Floor, New York, NY 10005 (\$22). Tel: 212-785-7335; Fax: 212-785-7350; e-mail: [ncrw@ncrw.org](mailto:ncrw@ncrw.org); Web site: <http://www.ncrw.org>.

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affirmative Action, Elementary Secondary Education, Employed Women, \*Engineering Education, \*Equal Opportunities (Jobs), \*Females, Foreign Countries, Gender Issues, Graduate Study, Higher Education, \*Science Education, Sex Stereotypes, \*Technology Education, Women Faculty, \*Womens Education

Identifiers—Canada, Europe, \*Gender Gap, Netherlands, Sweden

This report presents strategies for ensuring full participation and achievement in the sciences by women and girls, calling upon all adults to support the interest and persistence of females in science, engineering, and technology. After two introductory special reports, "International Efforts through Beijing +5" and "Toward Equity in the European Union," there are six parts. Part 1, "K-12: Training the Nation's Girls and Young Women," includes "Intel Prize Winners: Working with Resources at Hand" and "Funding: Sara Lee Schupf—Making Science Irresistible for Girls." Part 2, "The Undergraduate Experience," includes "Affirmative Action: Controversy and Opportunity" (Carol Hollenshead and Angela Ginorio) and "Congresswoman Connie Morella—Educating Tomorrow's Workforce." Part 3, "Academia: Graduate School and Beyond," includes "Interventions To Advance Women on Science Faculties in Europe and Canada." Part 4, "Business and Industry," includes "Peer Review in Sweden and the Netherlands" and "Funding: Sloan Foundation—Altering a Male-Centric Work Environment." Part 5, "Conversations about the Future," includes interviews with female

education administrators and special reports: "Fatimah Jackson: A Critique of the Human Genome Project" and "A Call for Future Research" (Barbara Lazarus). Part 6, "Resource Guide," includes a directory of resources, science and technology programs of National Council for Research on Women member centers, and organizations and Web sites. (Contains 142 references.) (SM)

**ED 455 349** UD 034 339  
Phillips, Lynn

**The Girls Report: What We Know & Need To Know about Growing Up Female.**

National Council for Research on Women, New York, NY.

Spons Agency—Lilly Endowment, Inc., Indianapolis, IN.; Grant (W.T.) Foundation, New York, NY.

Report No.—ISBN-1-880547-24-4

Pub Date—1998-00-00

Note—127p.; With contributions from Girls Incorporated National Resource Center. Also supported by the Remmer Family, Valentine, and Girl's Best Friend Foundations.

Available from—National Council for Research on Women, 11 Hanover Square, 20th Floor, New York, NY 10005 (\$20). Tel: 212-785-7335; Fax: 212-785-7350; e-mail: ncrw@ncrw.org; Web site: http://www.ncrw.org.

Pub Type—Books (010)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Achievement, Acquired Immune Deficiency Syndrome, \*Adolescent Development, \*Adolescents, Body Image, Children, College Attendance, Depression (Psychology), Dropouts, Eating Disorders, Educational Research, Elementary Secondary Education, Exercise, \*Females, \*Gender Issues, Health Behavior, Higher Education, Pregnancy, Self Concept, Self Esteem, Sex Education, Sexual Abuse, Sexual Harassment, Sexuality, Single Sex Schools, Socioeconomic Influences, Substance Abuse, Victims of Crime, Violence, Womens Education

Identifiers—Access to Health Care, Welfare Reform

This report reviews current statistics on the state of girls' lives in the United States at the end of the 20th century. Six chapters cover: (1) "Framing Gender, Identity, and Adolescence" (trends in research on adolescent girls, exploring identities, how girls are doing, and conditions that support or hinder girls' healthy sense of self); (2) "Health" (exercise and sports, body image and eating disorders, HIV/AIDS prevention, depression and related concerns, substance use, and access to health care); (3) "Sexuality" (portrayals of girls' sexual activity, pregnancy and reproductive decisions, and access to information and resources); (4) "Violence" (victimization, sexual and physical abuse, sexual harassment, and participation in violence and crime); (5) "Schooling" (representation of girls in educational research, girls' achievement, curricular issues and academic programs for girls, single sex versus mixed sex education, sexuality education, leaving school/college attendance/dropping out, and conditions that support girls' educational experiences); and (6) "Economic Realities" (economic conditions in families and impacts of welfare reform legislation). Two final sections present "What Do Adolescent Girls Need for Healthy Development?" and "Looking Ahead: Developing a New Research Agenda." (Contains 216 bibliographic references, notes, and nationwide member center descriptions.) (SM)

**ED 455 350** UD 034 340  
Simpson, Brennetta

**"Can't You Lighten Up a Bit?" Black Women Administrators in the Academy.**

Pub Date—2001-07-00

Note—25p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies

(Houston, TX, February 21-26, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Administrator Attitudes, \*Blacks, College Administration, \*Coping, Higher Education, Job Satisfaction, \*Racial Bias, \*Sex Bias, \*Women Administrators, \*Work Environment

Identifiers—\*Black Administrators

This narrative describes a study that examined the stories of black women administrators in traditionally white colleges, identifying coping strategies, patterns, and themes relating to their success. Participants completed interviews that examined such issues as the role of family in preparation for their current leadership positions, current job satisfaction, communication and management styles, support systems, and rejuvenation techniques. Overall, participants believed that they had something to offer to the institution. They were learned, well-read scholars who were passionate about education and published in mainstream journals within the areas of their expertise. They worked hard to remain emotionally balanced, spiritually centered, and academically focused. Most often, God and family were at the center of their lives. They embraced their roles as leaders and understood the relationship of their individual positions to the overall university. Participants had accepted the fact that nobody would fight their battles for them, and if they were to survive in the academy, they had to understand the cultural differences regarding communication between men and women, understand the social and political fears and bias of the majority race, and act accordingly. Despite difficulties surrounding racism, sexism, isolation and pressure to succeed, all were extremely satisfied in their positions. (Contains 12 references.) (SM)

**ED 455 351** UD 034 341

Nwajor, Bernadette E.

**Metacognition and Effective Study Strategies among African-American College and University Students.**

Pub Date—2001-07-00

Note—18p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Black Students, Cognitive Ability, \*College Students, Higher Education, \*Learning Strategies, Memory, \*Metacognition, \*Study Skills

This paper examines effective study strategies and how they can be used to enhance learning among African American college and university students, focusing on the importance of memory and metacognition in learning. The paper also explores factors that affect the use of these strategies and discusses how to overcome them. Effective study strategies include: identifying important information from the text; taking notes; retrieving relevant prior knowledge; organizing information; elaborating on new ideas; summarizing materials; and monitoring comprehension. Factors that may affect students' use of these strategies include insufficient knowledge about the topic they are studying; insufficient motivation to learn; the need for study skills training; and short attention spans. (Contains 13 references.) (SM)

**ED 455 352** UD 034 342  
Martin, Paula S. Baxter, Anthony G.

**Mentoring African American Middle School Students: Applying Principles of Antiracism Education to the Problem of Closing the Black-White Achievement Gap.**

Pub Date—2001-07-00

Note—29p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies

(Houston, TX, February 21-26, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*Black Students, Consciousness Raising, Faculty Development, \*Mentors, \*Middle School Students, Middle School Teachers, Middle Schools, Racial Differences, \*Racial Identification, Teacher Attitudes

Identifiers—\*Antiracist Education, \*White Teachers

Part of a larger ongoing study of the impact of antiracism mentoring on black student achievement, this report of a developmental study used a before-after approach to evaluate the pattern, direction, and significance of change in participating white teachers' white racial identity as a function of antiracism professional development. Using the Helms and Carter (1994) White Racial Identity Attitude Survey to verify the status of prospective white mentors' racial identities prior to their service as the antiracism mentors of black middle school students, this study's effect sizes data indicate that the participant group advanced in three of five areas of white racial identity. Adopting the conventional standard for practically significant effect sizes, the analysis of the difference between pretest and post-test subscale means indicates that participants advanced on the disintegration, pseudo-independence, and autonomy subscales. The study concludes that the antiracism professional development effectively advanced the prospective antiracism mentors' white identity status. Discussion focuses on the theoretical and practical implications of the results for the larger ongoing study of antiracism mentoring as a means to close the black-white achievement gap. (Contains 16 references.) (Author/SM)

**ED 455 353** UD 034 343

Malone, Rubie M. Malone, James A.

**African American Faculty as Part of the Problem or Part of the Solution in the Retention of African American Students on "White" College Campuses.**

Pub Date—2001-07-00

Note—17p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Academic Persistence, \*Afrocentrism, Black Culture, \*Black Students, \*Black Teachers, College Faculty, College Students, \*Cultural Awareness, Higher Education, \*School Holding Power, Student Attrition, Student Needs, Teacher Role

Identifiers—\*African Americans, Student Support Services, \*White Colleges

The extent to which African American faculty provide support and mentoring to African American students determines the ease of students' transition to predominantly white colleges. This paper examines the role of both white and African American faculty in responding to the needs of African American students. Two ways that white institutions responded to African American students following the civil rights movement was to develop Afrocentric courses and to establish African American social clubs. Currently, African American students need to participate in a wide array of activities within their academic institutions in order to prepare for success beyond college, and they need to learn how to present their view of academic material from Afrocentric and Eurocentric perspectives. African American students require social and academic support in order to make the necessary adjustments to the white campus environment, with African American administrators, faculty, and staff involved in this effort. All members of the African American college community should meet and develop a campus organization that can respond to faculty, staff, and student needs within the organizational structure. This organization can also relate to the city's social and political organizations in



which the college resides so that information, support, and expertise can be transmitted back and forth. (SM)

**ED 455 354** UD 034 344

*Harrison, Elisabeth*

**Black Doctoral Graduates from a Predominantly White University.**

Pub Date—2001-07-00

Note—31p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Black Students, \*College Graduates, \*Coping, \*Doctoral Degrees, \*Graduate Study, Higher Education, \*Racial Bias, Racial Discrimination

Identifiers—\*White Colleges

This report examined the role of race in the graduate school experiences of black doctoral graduates from a predominantly white institution and focused on their coping strategies. Data from surveys of and interviews with black graduates indicated that despite efforts to recruit black students, changing the mindset of those whites who were resistant to their presence on campus was an ongoing problem that black students had to cope with in various ways. Nearly one-third reported race-related difficulties, though they did not allow the difficulties to become major impediments to their educational pursuit. Some experienced unfair treatment, denial of opportunity, and underestimation of their abilities. Connectedness (e.g., to family, peers, faculty, and God) was an important coping skill. Respondents also coped by developing their skills as writers, researchers, educators, scientists, leaders, and clinicians. An important goal was to make a difference in the quality of their lives and in the lives of others. They realized the importance of their undertaking to black people past, present, and future and were willing to make sacrifices in order to succeed. Respondents believed in their abilities and achieved their academic goals by staying focused. (Contains 19 references.) (SM)

**ED 455 355** UD 034 345

*Encarnacion-Garcia, Haydee*

**Sociocultural Differences in Eating Disorder Behaviors and Body Image Perception: A Comparison between Puerto Rican and American College Women.**

Pub Date—2001-07-00

Note—52p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Body Image, College Students, \*Cultural Differences, \*Eating Disorders, Eating Habits, \*Females, Higher Education, \*Puerto Ricans, \*Sociocultural Patterns

Identifiers—Psychosocial Factors

This study investigated whether differences attributable to sociocultural factors existed in the eating-disorder behaviors and body image perception of Puerto Rican and U.S. college women. Participants (n=440) completed the Eating Disorder Inventory-2 and provided demographic information. Results indicated significant differences between the groups in the areas of body dissatisfaction, perfectionism, interpersonal distrust, and maturity fears. The U.S. group scored significantly higher in body dissatisfaction (body image), and the Puerto Rican group scored significantly higher in the other three areas (psychological factors). The U.S. group scored significantly below the normative group in three traits for eating disorders (body dissatisfaction, perfectionism, and interpersonal distrust). The Puerto Rican group scored significantly below the normative group in the same three traits for eating disorders and in maturity fears. There were significant differences in body dissatis-

faction by country and body mass index (BMI). A significant positive correlation occurred between body dissatisfaction and BMI and between drive for thinness and BMI for the U.S. sample. Results suggest that college environments and sociocultural expectations contribute to the manifestation, development, and maintenance of eating-disorder behaviors and misperceptions of body image by emphasizing perfection, competition, and physical attractiveness. (Contains 18 tables and 69 references.) (SM)

**ED 455 356** UD 034 346

*Katayama, Tamara*

**The Racial and Ethnic Identities of Dominicans in New York City.**

Pub Date—2001-07-00

Note—41p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Acculturation, African Culture, \*Dominicans, \*Ethnicity, \*Hispanic Americans, Immigrants, Racial Attitudes, \*Racial Identification

Identifiers—New York (New York)

This study examined the ways that theories of assimilation and identification could be applied to Dominicans in New York, discussing the different systems and histories of race relations and classifications. Data came from interviews with 21 adolescents and young adults categorized as first generation; generation 1.5 (youth who had lived in the United States slightly more than half of their lives); second generation; and apolitical (older first generation immigrants who demonstrated a lower acceptance of African heritage and much less liberal racial views). Results indicated that family, peers, and community played large roles in encouraging pride in Dominican heritage. First generation Dominicans tended to emphasize their immigrant orientation, generation 1.5 youth tended to be Dominican oriented, and the second generation was slowly moving toward an identification by American terms. Respondents demonstrated a positive self-image and pride in their ethnic background, recognizing the African contribution to Dominican culture and race. They emphasized that identity should be left for the individual to decide, defying assimilation and American classification systems on many levels. (Contains 10 references.) (SM)

**ED 455 357** UD 034 347

*Lancaster, Mary K.*

**The Transracial Adoption Debate in the United States.**

Pub Date—2001-07-00

Note—32p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies (Houston, TX, February 21-26, 2000).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adopted Children, Adoptive Parents, \*Blacks, \*Minority Group Children, Racial Factors, Racial Identification, \*Transracial Adoption

Identifiers—Multiracial Family

Transracial adoption, especially the adoption of black children by whites, is a deep and divisive social issue. Critics note the untapped potential for black families to adopt black children and the undressed conditions that bring black children to higher incidence of foster care placement. They emphasize the inability of white parents to adequately develop black children's racial identification and promote skills for surviving in a racist society. They also note the need to deal with issues that bring minority and poor children into foster care in the first place. Supporters argue that the number of black children available for adoption far exceeds the pool of black adopters and note the lack of empirical evidence suggesting that transracial

adoption harms minority children. They emphasize the harm done to children who have extended stays in foster homes awaiting placement with black families. A significant yet often overlooked aspect of transracial adoption is the history of deep-rooted racial tension between blacks and whites. Some ethical considerations to examine include the values of equality of opportunity for children versus community, interracial community versus multiculturalism (community preservation versus integration), and a child's individuality versus racial/ethnic community. (Contains 14 references.) (SM)

**ED 455 358** UD 034 348

*Buddington, Steve A.*

**Barbie.com and Racial Identity.**

Pub Date—2001-07-00

Note—27p.; Paper presented at the Annual National Conference of the National Association of African American Studies and the National Association of Hispanic and Latino Studies (Houston, TX, February 21-26, 2000).

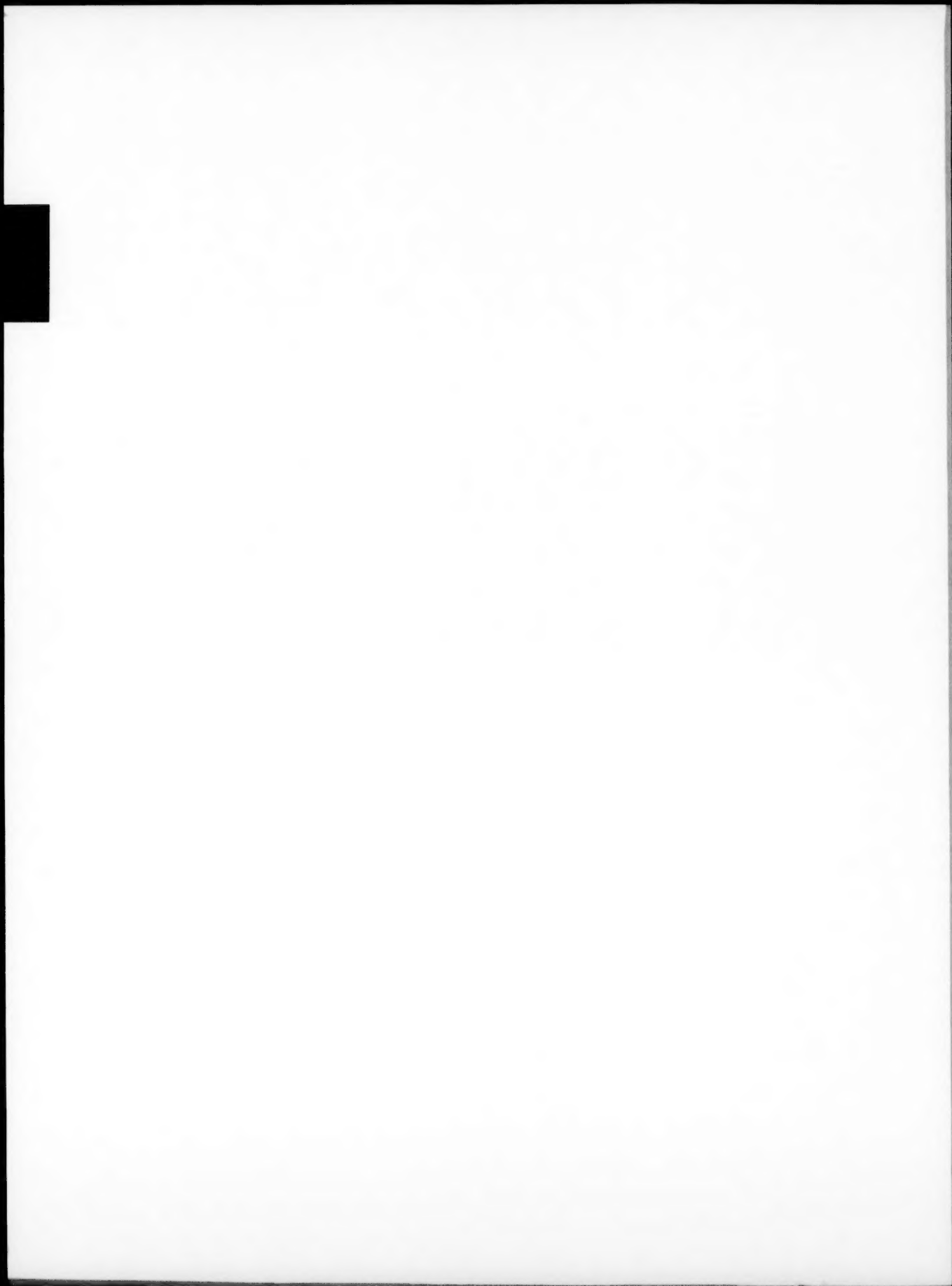
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Black Students, Elementary Education, Elementary School Students, \*Females, Grade 2, Parent Attitudes, Primary Education, \*Racial Identification

Identifiers—\*Barbie Dolls

This study explored how black second grade girls racially identified themselves. Ten students worked on laptop computers at home to design a Barbie doll that looked like them and a Barbie doll that they liked best. Parents completed sociodemographic questionnaires and narratives. The questionnaires examined gender, skin shade, income, marital status, and educational levels. The narratives captured parents' discussions of racial issues with their children and conversations of the children while they created their dolls. The children designed dolls that had their skin, eye, and hair color and lip size and shape. They demonstrated no uncertainty or hesitancy in rejecting or accepting their own or another racial identity. They were cognizant of their degree of blackness, though the notion that fair skin and long hair are nicer was apparent. The five dark-skinned children whose two Barbie designs were identical (dark-skinned) appeared proud of their acceptance of their blackness. The parents of those children demonstrated high self-confidence and pride in their racial identity. They were visibly proud of their children's depiction of their blackness and pleased that the design they liked the best was of a dark-skinned doll. Parents, especially fathers, expressed a strong desire for their children to be conscious of and responsive to their racial or ethnic identification. (Contains 21 references.) (SM)



## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

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**Descriptor** \_\_\_\_\_ **Microcomputers**  
**Title** \_\_\_\_\_ Public Education and Electronic Technologies.  
 \_\_\_\_\_ ED 226 725 \_\_\_\_\_ **Accession Number**

**Descriptor** \_\_\_\_\_ **National Assessment of Educational Progress**  
**Title** \_\_\_\_\_ Reading, Science, and Mathematics Trends. A  
 \_\_\_\_\_ Closer Look. \_\_\_\_\_ ED 227 159 \_\_\_\_\_ **Accession Number**

### Ability

Short Circuits or Superconductors? Examining Factors That Encourage or Undermine Group Learning and Collaboration among High-Ability Students. CSE Technical Report.

ED 455 288

### Ability Identification

Explaining Student Course Outcomes by Analyzing Placement Test Scores, Student Background Data, and Instructor Effects.

ED 454 907

Keys to Parenting the Gifted Child. Second Edition. Barron's Parenting Keys.

ED 454 660//

Teacher Bias in Identifying Gifted and Talented Students.

ED 454 664

### Abstracts

Resources in Education (RIE). Volume 36, Number 12.

ED 454 365

### Academic Accommodations (Disabilities)

Increasing Student Achievement through Collaborative Inclusion Techniques.

ED 454 657

National Survey of Educational Support Provision to Students with Disabilities in Postsecondary Education Settings. A Technical Report June 2000.

ED 454 679

The Performance of Students with Disabilities on New York's Revised Regents Comprehensive Examination in English. CSE Technical Report.

ED 455 287

Postsecondary Education and Employment for Students with Disabilities: Focus Group Discussions on Supports and Barriers in Lifelong Learning.

ED 454 674

Students with Attentional Disorders: Meeting Their Needs. A Guide for Schools and Families. Second Edition.

ED 454 673

Taking Tests: More Time for the Handicapped?

ED 455 276

Teaching Students with Disabilities To Read. PEER Project Literacy Series.

ED 454 627

Todo Alumno: Un Manual de Recursos de PEER sobre Educacion Basada en Normas y Alumnos con Discapacidades (Every Single Student: A

PEER Resource Manual on Standards-Based Education and Students with Disabilities).

ED 454 641

### Academic Achievement

Aiming High 2: Straight A's.

ED 454 728//

An Assessment: The Business Model in the Public Schools.

ED 455 297

The CEIC Review, 2001.

ED 455 318

Closing the Achievement Gap: Colleges Making a Difference. Report of Research Project Undertaken by the Learning and Skills Development Agency.

ED 454 411

Delaware Student Testing Program: Report on Special Writing Study.

ED 455 271

Delaware Student Testing Program: State Report for 2000 DSTP Writing Assessment.

ED 455 270

Delaware Student Testing Program: State Summary Report—Reading, Mathematics, Writing, Spring 2000 Administration.

ED 455 269

Delaware Student Testing Program: State Summary Report—Science & Social Studies, Fall 2000 Administration. Grades 4 & 6.

ED 455 273

The Effectiveness of Minority Teachers on Minority Student Success.

ED 455 235

The Effects of Early, Regular, and Late Registration on Community College Student Success: A Case Study.

ED 454 896

The Effects of Family Structures on Academic Achievement.

ED 455 300

Elements of Social Capital in the Context of Six High Schools.

ED 454 582

Fundamental Factors of Influence on the Literacy Performance of Older Adults and Their Functioning in Society.

ED 454 452

Gender Differences in Educational Achievement within Racial and Ethnic Groups. ERIC Digest Number 164.

ED 455 341

Improving Teaching, Improving Learning: Linking Professional Development to Improved Student Achievement.

ED 455 226

Information Works! Measuring Rhode Island Schools for Change 2000. Statewide Analysis, 2000. Productive, Caring and Mutually Intriguing Teacher/Student Relationships: What's It Going To Take?

ED 455 274

Mentoring African American Middle School Students: Applying Principles of Antiracism Education to the Problem of Closing the Black-White Achievement Gap.

ED 455 352

Minnesota & TIMSS: Exploring High Achievement in Eighth Grade Science.

ED 455 113

Nebraska State Report Card, 1999-2000 = Tarjeta informativa del Estado de Nebraska, 1999-2000.

ED 455 262

A New Door Opened: A Tracer Study of the Teenage Mothers Project, Jamaica. Early Childhood Development: Practice and Reflections 13. Following Footsteps.

ED 454 963

New State LEP Testing Policy in Texas: Is It an Appropriate Accountability Measure for Recent ESL Immigrants?

ED 454 705

"No Excuses": The Eighth Grade Year in Six Philadelphia Middle Schools.

ED 455 326

Our Call to Action: Raising the Bar and Closing the Gap Because All Children Matter. Revised.

ED 455 334

Outcomes of the Muscogee County School District Reading Recovery Implementation Year, 1997-1998.

ED 454 492

Performance in General Psychology and Reading Level, Fall 2000, Forest Park Campus.

ED 454 920

Psychometric Properties of a Japanese Version of an Academic Self-Concept Scale for College Students.

ED 454 467

Reducing the Gap: Success for All and the Achievement of African-American and Latino Students.

ED 455 079



Schools on the Move: Stories of Urban Schools Engaged in Inclusive Journeys of Change. Benito Martinez Elementary, El Paso, TX.

ED 455 340

Self-Regulation of Learning in the 21st Century: Understanding the Role of Academic Delay of Gratification.

ED 455 204

Setting Educational Priorities: High Achievers Speak Out. White Paper.

ED 454 946

Small Classes Do Reduce the Test-Score Achievement Gap.

ED 454 601

Teaching What Matters Most: Standards and Strategies for Raising Student Achievement.

ED 455 219

Tell Your Children It Pays To Study Hard!

ED 454 967

### Academic Advising

Building Bridges: Professional Development Advising Teams.

ED 454 802

But You Teach Chemistry. How Can You Advise Me at Orientation?

ED 454 485

Edgecombe Community College Faculty Advisor's Handbook.

ED 454 912

### Academic Aptitude

Explaining Student Course Outcomes by Analyzing Placement Test Scores, Student Background Data, and Instructor Effects.

ED 454 907

### Academic Aspiration

Vocational Education and the Nonacademic Student.

ED 454 380

### Academic Deans

The Disappearing Deans of Men—Where They Went and Why: A Historical Perspective.

ED 454 787

### Academic Discourse

Essay Feedback: How Can It Help Students Improve Their Academic Writing?

ED 454 530

Literacy and Numeracy Needs and Priorities: A Case Study of Regional TAFE Courses in Western Australia.

ED 455 066

Precipitating Consequences in Educational Leadership: Diffusion, Activism, and Accountability.

ED 454 584

The Seduction of the Subject/Citizen: Governmentality and School Governance Policy.

ED 454 585

### Academic Education

Vocational Education and the Nonacademic Student.

ED 454 380

### Academic Failure

Academically Dismissed and Probation Students in a Two-Year College for 1994 and 1998.

ED 454 890

Faculty Academic Advising: An Examination of Students' and Faculty Members' Perception of a First-Year Experience.

ED 454 889

### Academic Freedom

Institutional Identity, Pressures for Change, and Executive Leadership at U.S. Catholic Colleges and Universities.

ED 454 762

### Academic Libraries

ARL Preservation Statistics, 1997-98: A Compilation of Statistics from the Members of the Association of Research Libraries.

ED 454 879

A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC, 2000.

ED 454 852

Redesign of Library Workflows: Experimental Models for Electronic Resource Description.

ED 454 872

### Academic Persistence

Developing a Model To Explain Student Persistence in Tertiary Agricultural Study.

ED 454 371

The Effects of Early, Regular, and Late Registration on Community College Student Success: A Case Study.

ED 454 896

### Academic Probation

Academically Dismissed and Probation Students in a Two-Year College for 1994 and 1998.

ED 454 890

Faculty Academic Advising: An Examination of Students' and Faculty Members' Perception of a First-Year Experience.

ED 454 889

### Academic Rank (Professional)

Documentation of Criteria for Promotion in a Higher Education Broadcast Journalism Discipline.

ED 454 557

Facing the Inevitable: Adjuncts and Graduate Assistants Replace Rank Faculty in Undergraduate Instruction.

ED 454 750

### Academic Standards

Accountability Systems and Counting Students with Disabilities. Technical Report.

ED 454 681

Addressing Standards and Assessments on State IEP Forms. Synthesis Report.

ED 454 682

Arkansas Social Studies Standards and Expectations. Revised.

ED 455 159

Civic Education in the States: Standards and Assessments in Civics across the Nation.

ED 455 158

Districts on the Move: Unified Student Service in Boston Public Schools: Building a Continuum of Services through Standards-Based Reform.

ED 455 329

Education and the New Disciplinary: Surveillance, Spectacle, and the Case of SBER.

ED 455 201

Estados unidos puede tomar la delantera en la educacion: 50 consejos utiles (The United States Can Take the Lead in Education: 50 Suggestions).

ED 454 993

High Standards in Mathematics for Every Student: A Guide to the Effective Use of Resources.

ED 455 108

In an Era of Reform: Standards and the Classroom.

ED 455 111

Moving Forward with Assessment. Update #1. STARS: School-Based Teacher-Led Assessment and Reporting System.

ED 455 257

Planning for Writing Assessment, Assessment Reporting, Model Assessments. Update # 4. STARS: School-Based Teacher-Led Assessment and Reporting System.

ED 455 260

Raising Standards in Mathematics through Effective Classroom Practice.

ED 455 096

Reporting School Quality in Standards-Based Accountability Systems. CRESST Policy Brief 3, Spring 2001.

ED 455 251

The Role of Technology in Advancing Performance Standards in Science and Mathematics Learning.

ED 455 114

South Dakota Social Studies Content Standards.

ED 455 160

Standards-Based Reform and American Indian/Alaska Native Education.

ED 455 039

A STARS Summary. Update #2. STARS: School-Based Teacher-Led Assessment and Reporting System.

ED 455 258

STARS: School-Based Teacher-Led Assessment and Reporting System. A Planning Guide for Nebraska Schools.

ED 455 256

Statewide Writing Assessment Follow-Up: Federal Reporting Requirements; Preparing the School District Assessment Portfolio. Update # 5. STARS: School-Based Teacher-Led Assessment and Reporting System.

ED 455 261

Teaching What Matters Most: Standards and Strategies for Raising Student Achievement.

ED 455 219

Todo Alumno: Un Manual de Recursos de PEER sobre Educacion Basada en Normas y Alumnos con Discapacidades (Every Single Student: A PEER Resource Manual on Standards-Based Education and Students with Disabilities).

ED 454 641

Writing Assessment. Update #3. STARS: School-Based Teacher-Led Assessment and Reporting System (STARS).

ED 455 259

You, Your Child and H.U.G.: For Parents of K-3 to High School Students = Usted, sus hijos y H.U.G.: Para padres de estudiantes de K-3 a preparatoria.

ED 454 961

### Academically Gifted

College Graduation before Age 19. Especially at Johns Hopkins University, 1876-1997.

ED 454 773

International Handbook of Giftedness and Talent. Second Edition.

ED 454 671//

Keys to Parenting the Gifted Child. Second Edition. Barron's Parenting Keys.

ED 454 660//

Teacher Bias in Identifying Gifted and Talented Students.

ED 454 664

Why Try? Factors that Differentiate Underachieving Gifted Students from High Achieving Gifted Students.

ED 454 678

### Academy for Educational Development

AED in Africa.

ED 455 166

### Acceleration (Education)

An Analysis of the Selection Criteria for the Eighth Grade Algebra I Accelerated Mathematics Program in Harrison County, West Virginia.

ED 455 118

College Graduation before Age 19. Especially at Johns Hopkins University, 1876-1997.

ED 454 773

Keys to Parenting the Gifted Child. Second Edition. Barron's Parenting Keys.

ED 454 660//

### Access to Computers

The Digital Divide in Native American Tribal Schools: Two Case Studies.

ED 454 848

An Examination of Digital Dividing Factors on Teachers' Access to Internet Resources in Rural Schools.

ED 455 041

### Access to Education

Applying SEIFA Disadvantage Indexes to VET Participation. Working Paper.

ED 454 442

The Learning Circle: A New Model of BSW Education for Alberta's Rural, Remote, and Aboriginal Communities.

ED 455 056

Promoting Equal Access of Girls/Women to Technical and Vocational Education.

ED 454 367

Researching the Role of Digital Technology in Widening Participation.

ED 454 421

- Rights for All: The Human Rights of Rural Citizens. Keynote Address. ED 455 058
- Starting Strong: Early Childhood Education and Care. Education and Skills. ED 455 018
- Trends in Private Sector Development in World Bank Education Projects. Policy Research Working Paper Series. ED 454 374
- Written Testimony of Thomas J. Nussbaum, Chancellor of the California Community Colleges, [presented to the] Assembly Budget Subcommittee on Education Finance. ED 454 936
- Access to Health Care**
- A Healthy Communities Initiative in Rural Alberta: Building Rural Capacity for Health. ED 455 053
- Rights for All: The Human Rights of Rural Citizens. Keynote Address. ED 455 058
- Access to Information**
- Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000). ED 454 853
- The Catalog as Portal to the Internet. ED 454 857
- A Comparison of Web Resource Access Experiments: Planning for the New Millennium. ED 454 871
- Descriptive Resource Needs from the Reference Perspective: Report on a Survey of US Reference Librarians. ED 454 868
- Exploiting LCSH, LCC, and DDC To Retrieve Networked Resources: Issues and Challenges. ED 454 862
- Metadata, Cataloging, Digitization and Retrieval—Who's Doing What to Whom: The Colorado Digitization Project Experience. ED 454 873
- Metadata for Web Resources: How Metadata Works on the Web. ED 454 856
- Redesign of Library Workflows: Experimental Models for Electronic Resource Description. ED 454 872
- Some Observations on Metadata and Digital Libraries. ED 454 869
- Access to Technology**
- An Examination of Digital Dividing Factors on Teachers' Access to Internet Resources in Rural Schools. ED 455 041
- The Success of the "E-Rate" in Rural America. The Main Street Economist: Commentary on the Rural Economy. ED 455 082
- Accessibility (for Disabled)**
- Planning and Designing for Students with Disabilities. ED 454 699
- Accident Prevention**
- Preventing School Injuries: A Comprehensive Guide for School Administrators, Teachers, and Staff. ED 454 618//
- Accountability**
- Accountability Systems and Counting Students with Disabilities. Technical Report. ED 454 681
- An Assessment: The Business Model in the Public Schools. ED 455 297
- A Case Study of District Decentralization and Site-Based Budgeting: Cordell Place School District. ED 454 624
- A Case Study of Resource Reallocation To Implement a Whole School Reform Model and Boost Student Achievement: Parnell Elementary School. ED 454 625
- A Case Study of the Transfer Process of a Selected Group of Students from a Community College to a Four-Year Teacher Education Program. ED 454 924
- Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability. ED 454 587//
- The Design and Evaluation of Educational Assessment and Accountability Systems. CSE Technical Report. ED 455 286
- Education and the New Disciplinary: Surveillance, Spectacle, and the Case of SBER. ED 455 201
- Failing Grade: Crisis and Reform in the Oakland Unified School District. Briefing. ED 454 620
- Five Year Charter School Study: An Overview. Arizona Education Analysis. ED 454 607
- The High Stakes of HIGH-STAKES Testing. Policy Brief. ED 455 254
- Justification Review: Kindergarten through Twelfth Grade Public Education Program. ED 454 619
- New State LEP Testing Policy in Texas: Is It an Appropriate Accountability Measure for Recent ESL Immigrants? ED 454 705
- Our Call to Action: Raising the Bar and Closing the Gap Because All Children Matter. Revised. ED 455 334
- Reporting School Quality in Standards-Based Accountability Systems. CRESST Policy Brief 3, Spring 2001. ED 455 251
- Rethinking Special Education for a New Century. ED 454 636
- Teachers' Perceptions of Accountability. ED 455 212
- Accreditation (Institutions)**
- Assessment and Accreditation for Languages: The Emerging Consensus? ED 454 721//
- Acculturation**
- The Racial and Ethnic Identities of Dominicans in New York City. ED 455 356
- Achievement Gains**
- Arizona Measure of Academic Progress: A First Look at Growth in Arizona Schools. ED 455 315
- Reducing the Gap: Success for All and the Achievement of African-American and Latino Students. ED 455 079
- Small Classes Do Reduce the Test-Score Achievement Gap. ED 454 601
- Achievement Tests**
- A Policy Maker's Guide to International Achievement Studies. ED 455 310//
- Pre-Enrollment Placement Testing and Curricular Content: Correspondence or Misalignment? ED 454 895
- Report and Recommendations to the Delaware State Board of Education for: Establishing Proficiency Levels for the Delaware Student Testing Program in Reading, Writing, and Mathematics. ED 455 264
- State Assessment Report: 1999-2000 Results. ED 455 314
- Test Bashing Series. ED 455 263
- Acquired Immune Deficiency Syndrome**
- Planning for Education in the Context of HIV/AIDS. Fundamentals of Educational Planning 66. ED 454 570
- Using Visualizations in HIV Prevention Education: Lessons from the Global South. ED 455 083
- ACT Assessment**
- Constructing a Universal Scale of High School Course Difficulty. ED 455 248
- Active Learning**
- Better Rural Schools Building Better Rural Communities. Keynote Address. ED 455 077
- Factors Influencing Active Learning in Small Enterprises. Working Paper. ED 454 437
- How Young Children Learn To Read in High/Scope Programs: A Series of Position Papers. ED 455 033
- Self-Directed Learning: A 2-Year, 4-Year Collaboration for Engineering Students. Working Paper Series. ED 454 922
- Adjunct Faculty**
- Facing the Inevitable: Adjuncts and Graduate Assistants Replace Rank Faculty in Undergraduate Instruction. ED 454 750
- Johnson County Community College Adjunct Faculty Survey. ED 454 904
- Adjustment (to Environment)**
- Implications for Vocational Education and Training of Changing Work Arrangements. Working Paper. ED 454 436
- Psychometric Properties of a Japanese Version of an Academic Self-Concept Scale for College Students. ED 454 467
- Administration**
- Managing University-Industry Relations: A Study of Institutional Practices from 12 Different Countries. Improving the Managerial Effectiveness of Higher Education Institutions. ED 454 789
- What We Know and How We Know It: A Preliminary Study of Managerial Practices of High Schools in Shanghai. ED 454 597
- Administrative Principles**
- With Which Values Are Elementary Schools Administered in Turkey? ED 454 600
- Administrator Attitudes**
- Special Education Funding, Department of Public Instruction 99-7: An Evaluation. ED 454 652
- Student Discipline and IDEA—Synthesis of GAO Report. Synthesis Brief. ED 454 638
- Administrator Characteristics**
- With Which Values Are Elementary Schools Administered in Turkey? ED 454 600
- Administrator Education**
- Lessons from the Performing Arts: Can Auditioning Improve the Selection Process in University Administration Preparation Programs in the 21st Century? ED 454 602
- Mentorship & the Development of Rural Leadership. ED 455 075
- Administrator Effectiveness**
- Shaping the Work Environment for Teachers: How Principals Can Learn To Support Instructional Reform. ED 454 623

**Administrator Evaluation**

Lessons from the Performing Arts: Can Auditioning Improve the Selection Process in University Administration Preparation Programs in the 21st Century?

ED 454 602

**Administrator Guides**

Giving Feedback to Subordinates: An Ideas Into Action Guidebook.

ED 454 577

Management Information Systems Manual.

ED 454 909

**Administrator Role**

The Value of WPA Work: Theory, Practice, Discourse—and the Person.

ED 454 518

**Administrator Selection**

Lessons from the Performing Arts: Can Auditioning Improve the Selection Process in University Administration Preparation Programs in the 21st Century?

ED 454 602

**Administrators**

An Assessment: The Business Model in the Public Schools.

ED 455 297

Consumer Finance: College Students and Credit Cards. Report to Congressional Requesters.

ED 454 785

Delaware Student Testing Program: A Score Results Guide for Boards and Administrators.

ED 455 266

Maryland Task Force on the Principals: Recommendations for Redefining the Role of the Principal; Recruiting, Retaining, and Rewarding Principals; and Improving Their Preparation and Development.

ED 454 593

Research Notes, 2000.

ED 454 997

The "Role" of Burnout among Special Educators: The Relationship between Burnout and Role Tensions.

ED 454 655

Strategic Financial Management in Southern African Universities. Report of an IIEP Distance Education Course, 4 May - 31 July 1998. Improving the Managerial Effectiveness of Higher Education Institutions. Working Document.

ED 454 799

Who Is Watching Our Kids? A Profile of the Colorado Child Care Workforce in the Year 2000.

ED 454 957

Who's Caring for the Kids? The Status of the Early Childhood Workforce in Illinois.

ED 454 958

**Admission Criteria**

An Analysis of the Selection Criteria for the Eighth Grade Algebra I Accelerated Mathematics Program in Harrison County, West Virginia.

ED 455 118

**Adolescent Attitudes**

Children's and Adolescents' Conceptions in Describing Works of Art.

ED 455 150

**Adolescent Development**

The Girls Report: What We Know & Need To Know about Growing Up Female.

ED 455 349

Moving Forward from the Past: Early Writings and Current Reflections of Middle School Founders.

ED 454 594

**Adolescent Literature**

Books for You: An Annotated Booklist for Senior High. Fourteenth Edition. NCTE Bibliography Series.

ED 454 525

Kaleidoscope: A Multicultural Booklist for Grades K-8. Third Edition. NCTE Bibliography Series.

ED 454 524

Selecting and Promoting Young Adult and Children's Award-Winning Books. What This Means for Publishers, Authors, Teachers, Librarians and the Consumer.

ED 454 497

Stand Together or Apart: A Thematic Unit for "The Chocolate War" by Robert Cormier and "To Kill a Mockingbird" by Harper Lee.

ED 454 532

**Adolescents**

Adolescents, Alcohol, and Substance Abuse: Reaching Teens through Brief Interventions.

ED 454 478//

Adolescents' School Enrollment and Employment: Effect of State Welfare Policies. JCPR Working Paper 232.

ED 455 330

Determinants of Reading Achievement of Immigrant Adolescents: The Role of Demographic and Psycho-Cultural Factors in School Adaptation.

ED 455 320

Florida's Children at a Glance: The 2000 Statewide and County Update.

ED 454 950

The Girls Report: What We Know & Need To Know about Growing Up Female.

ED 455 349

Hatred in the Hallways: Violence and Discrimination against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools.

ED 454 462

Moving Forward from the Past: Early Writings and Current Reflections of Middle School Founders.

ED 454 594

A New Door Opened: A Tracer Study of the Teenage Mothers Project, Jamaica. Early Childhood Development: Practice and Reflections 13. Following Footsteps.

ED 454 963

Rhode Island Kids Count Factbook, 2001.

ED 454 951

Should We Have Faith in the Churches? Ten-Point Coalition's Effect on Boston's Youth Violence. JCPR Working Paper.

ED 455 336

Tell Your Children It Pays To Study Hard!

ED 454 967

A 21st Century Research Agenda: Issues, Topics & Questions Guiding Inquiry into Middle Level Theory & Practice.

ED 455 252

**Adopted Children**

The Transracial Adoption Debate in the United States.

ED 455 357

**Adult Basic Education**

Adult Educators' Guide to Designing Instructor Mentoring.

ED 454 410

Captured Wisdom[TM]: Integrating Technology into Adult Literacy Instruction. [Booklet and CD-ROM Transcripts].

ED 454 408

Core Training Development and Implementation. Final Report.

ED 454 397

Success Stories 2001: Past, Present & Future.

ED 454 402

**Adult Education**

Adult and Community Education: A Snapshot of the Conditions and Circumstances of Being a Community-Based Adult Community Education (ACE) Provider in South Australia, Western Australia, New South Wales and Victoria from September to December 1997.

ED 454 366

Adult ESL Students in the Contact Zone: Exploring the Effects of Multiple Educational Attainment Levels on the Community College Writing Classroom.

ED 454 706

The "Conveyor Belt Effect": A Re-Assessment of the Impact of National Targets for Lifelong Learning.

ED 454 420

A Further Local Participation Study: TAFE and ACE in Melbourne Postcodes. Working Paper.

ED 454 428

The Last Five Years of the Millennium.

ED 454 370

Literacy and Numeracy Needs and Priorities: A Case Study of Regional TAFE Courses in Western Australia.

ED 455 066

Postmodernism: Yes, No, or Maybe? Myths and Realities No. 15.

ED 454 405

The Voice of Our History, 1945-1995.

ED 454 369

**Adult Educators**

Adult Educators' Guide to Designing Instructor Mentoring.

ED 454 410

Core Training Development and Implementation. Final Report.

ED 454 397

The Importance of Facilitating Critical Reasoning in the New Millennium: Some New Evidence. Working Paper.

ED 454 446

Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs.

ED 454 382

Management Competencies and Sample Indicators for the Improvement of Adult Education Programs.

ED 454 383

Statewide Staff Development Project: Adults with Learning Differences. Final Report, 1999-2000.

ED 454 401

**Adult Learning**

Costing, Budgeting and Financial Reporting: A Report on Current Practice in the Further Education Sector. Research Report.

ED 454 412

Experiential Learning: A Theoretical Critique from Five Perspectives. Information Series No. 385.

ED 454 418

ICCE/ICCAI 2000 Full & Short Papers (Lifelong Learning).

ED 454 829

Postmodernism: Yes, No, or Maybe? Myths and Realities No. 15.

ED 454 405

**Adult Literacy**

Fundamental Factors of Influence on the Literacy Performance of Older Adults and Their Functioning in Society.

ED 454 452

"Oh, So Lucky To Be Like That, Somebody Care": Five Case Studies of Selected Mid-Life Women Learners Seeking Care in a Literacy Program.

ED 455 178

Success Stories 2001: Past, Present & Future.

ED 454 402

**Adult Students**

Captured Wisdom[TM]: Integrating Technology into Adult Literacy Instruction. [Booklet and CD-ROM Transcripts].

ED 454 408

Closing the Achievement Gap: Colleges Making a Difference. Report of Research Project Undertaken by the Learning and Skills Development Agency.

ED 454 411

Issues in the Study of Curriculum in the Context of Lifelong Learning.

ED 454 423

Success Stories 2001: Past, Present & Future.

ED 454 402

Successful Tutoring: Good Practice for Managers and Tutors.

ED 454 415

**Advanced Placement Programs**

Delaware's College-Bound Seniors: 1999 SAT & AP Results for Delaware and the Nation.

ED 455 265



**Advisory Committees**

- State Special Education Advisory Panels: Changes since the Passage of the 1997 Amendments to the Individuals with Disabilities Education Act. ED 454 639

**Aesthetics**

- The Postmodernist Descending the Staircase. ED 455 155

**Africa**

- AED in Africa. ED 455 166  
 Management of Higher Education with Special Reference to Financial Management in African Institutions. IIEP Contributions, No. 28. ED 454 794  
 Photomontage. Water in Africa. ED 455 184  
 Water-Borne Illnesses. Water in Africa. ED 455 183  
 Water Pressure. Water in Africa. ED 455 182  
 Water: A Source of Life and Culture. Water in Africa. ED 455 181

**Africa (East)**

- Perspective on Grade Assignment at East Africa's State Universities. ED 455 312

**Africa (South)**

- Strategic Financial Management in Southern African Universities. Report of an IIEP Distance Education Course, 4 May - 31 July 1998. Improving the Managerial Effectiveness of Higher Education Institutions. Working Document. ED 454 799

**African Americans**

- African American Faculty as Part of the Problem or Part of the Solution in the Retention of African American Students on "White" College Campuses. ED 455 353  
 Being There: Exploring the Fatherhood Experiences and Beliefs of Low-Income Urban African American Males. ED 455 345  
 School Practices for Equitable Discipline of African American Students. ERIC Digest Number 166. ED 455 343

**African Culture**

- The Making of Dolls and Figurative Clay Sculpture among Black Indigenous People of South Africa. ED 455 153

**Afrocentrism**

- African American Faculty as Part of the Problem or Part of the Solution in the Retention of African American Students on "White" College Campuses. ED 455 353

**After School Education**

- School-Age NOTES, 2000-2001. ED 455 000

**After School Programs**

- School-Age NOTES, 2000-2001. ED 455 000

**Age**

- The Education of Immigrant Children: The Impact of Age at Arrival. MASRC Working Paper Number 26. ED 455 042

**Age Differences**

- Fundamental Factors of Influence on the Literacy Performance of Older Adults and Their Functioning in Society. ED 454 452

**Agency Cooperation**

- AXIS (Adult Education Express Intercommunication Support) Final Report, 1999-2000. ED 454 396

Planning for Change. [Final Report and Training Package]. ED 454 400

Student Health Partnership Annual Report Guidelines for 2000/2001 and 2001/2002. Student Health Initiative. ED 454 647

Student Health Partnership Service Plan Guidelines for 2001/2002. Student Health Initiative. ED 454 648

**Agenda Setting**

A 21st Century Research Agenda: Issues, Topics & Questions Guiding Inquiry into Middle Level Theory & Practice. ED 455 252

**Agricultural Education**

American Vocational Education Research Association (AVERA) Proceedings (New Orleans, Louisiana, December 10-13, 1998). ED 454 373

Developing a Model To Explain Student Persistence in Tertiary Agricultural Study. ED 454 371

Ohio Agriscience Lesson Plans. ED 454 416

**Agricultural Occupations**

Illinois Occupational Skill Standards: Swine Production Cluster. ED 454 377

**Agricultural Sciences**

Ohio Agriscience Lesson Plans. ED 454 416

**Aikido**

Bending Back To Move Forward: Using Reflective Practice To Develop a High School Civic Education/Aikido Course. ED 455 245

**Air Pollution**

Indoor Air Quality Guidelines for Pennsylvania Schools. ED 454 690

**Alaska Natives**

Educational Renewal in Rural Alaska. ED 455 062

**Alaska Rural Systemic Initiative**

Educational Renewal in Rural Alaska. ED 455 062

**Alberta**

Research Funding at Alberta Universities, 1999/2000 Report. ED 454 801

**Alcoholism**

Models of Alcohol and Other Drug Treatment for Consideration When Working with Deaf and Hard of Hearing Individuals. ED 454 662

**Algebra**

An Analysis of the Selection Criteria for the Eighth Grade Algebra I Accelerated Mathematics Program in Harrison County, West Virginia. ED 455 118

**Allied Health Occupations Education**

Nursing Workforce: Recruitment and Retention of Nurses and Nurse Aides Is a Growing Concern. Testimony before the Committee on Health, Education, Labor and Pensions, U.S. Senate. ED 454 422

**Alternative Teacher Certification**

Troops to Teachers: Program Helped Address Teacher Shortages. Report to Congressional Requestors. ED 455 198

**American Indian Education**

Educational Renewal in Rural Alaska. ED 455 062  
 Indian Education Legislative Report, 106th Congress, Second Session. ED 455 040

The Role of Elders and Elder Teachings: A Core Aspect of Child and Youth Care Education in First Nations Communities. ED 455 063

Standards-Based Reform and American Indian/Alaska Native Education. ED 455 039

**American Indian Languages**

Coyote Papers: Working Papers in Linguistics from A-Z, Volume 10. ED 454 711

**Ancillary School Services**

College of the Canyons International Students Program Student Questionnaire, Fall 2000. ED 454 927

Howard Community College Report on the 2001 YESS Survey: Annual Survey of Student Satisfaction. ED 454 932

**Anglo American Cataloging Rules 2**

AACR2 and Its Place in the Digital World: Near-Term Solutions and Long-Term Direction. ED 454 865

Crossing a Digital Divide: AACR2 and Unaddressed Problems of Networked Resources. ED 454 861

**Animal Husbandry**

Illinois Occupational Skill Standards: Swine Production Cluster. ED 454 377

**Annenberg Rural Challenge**

Annenberg Rural Challenge: School Reform from a Slightly Different Point of View. Key-note Address. ED 455 047

**Annual Reports**

Student Health Partnership Annual Report Guidelines for 2000/2001 and 2001/2002. Student Health Initiative. ED 454 647

**Anthologies**

Making American Literatures in High School and College. Classroom Practices in Teaching English, Volume 31. ED 454 533

**Anthropology**

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**Antiracist Education**

Mentoring African American Middle School Students: Applying Principles of Antiracism Education to the Problem of Closing the Black-White Achievement Gap. ED 455 352

Rethinking Interventions To Combat Racism. ED 455 325//

**Antisocial Behavior**

Educate, Medicate, or Litigate? What Teachers, Parents, and Administrators Must Do about Student Behavior. ED 454 581

Seven Essentials for Character Discipline: Elementary Classroom Management. ED 455 161

**Anxiety**

Help Yourself Move Out of Depression and Anxiety. ED 454 456//

"Will They Fly a Plane into Our House?" How To Talk to Children about Terrorism. ED 454 488

**Applied Linguistics**

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**Apprenticeships**

Dinosaurs in a Brave New World? Apprenticeships and Traineeships in the Age of Lifelong Learning. Working Paper.

ED 454 434

**Arab States**

Diversification of Sources and the Role of Privatization in Financing Higher Education in the Arab States Region. IIEP Contributions, No. 30.

ED 454 797

**Arabic**

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**Archives**

Folk Heritage Collections in Crisis.

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**Arizona**

Arizona Measure of Academic Progress: A First Look at Growth in Arizona Schools.

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ED 454 607

**Arizona Western College**

Adventures in Teaching via Interactive Television.

ED 454 915

**Arkansas**

Arkansas Social Studies Standards and Expectations. Revised.

ED 455 159

Providing Broadcast Journalism Students Professional Experiences by Producing Political Television Programs.

ED 454 556

**Art Activities**

Cultural Change through a School Reform Project: A Case Study.

ED 455 144

Photomontage. Water in Africa.

ED 455 184

**Art Criticism**

Children's and Adolescents' Conceptions in Describing Works of Art.

ED 455 150

**Art Education**

An Alternative Approach to In-Service Teacher Education for Secondary Art Teachers.

ED 455 145

A Comparison of National Standards for Visual Arts between the U.S. and Taiwan.

ED 455 151

Creativity as Collective Misrecognition in the Relationships between Art Students and Their Teachers.

ED 455 140

Cultural Change through a School Reform Project: A Case Study.

ED 455 144

A Dream of Red Mansions: Researching the Art of Generalist Art Teaching.

ED 455 143

Enabling or Constraining: Standards Based Assessment in Art Education in New Zealand.

ED 455 146

How To Motivate Students Worldwide?

ED 455 156

Images and Identities.

ED 455 157

The Mis-Classification of Art as It Works Against an Inclusive Art Education.

ED 455 141

Modes of Thought in Secondary School Art.

ED 455 142

The Postmodernist Descending the Staircase.

ED 455 155

**Art Expression**

Art as a Discipline Concealed in the Beliefs and Practices of Two Artists.

ED 455 147

A Dream of Red Mansions: Researching the Art of Generalist Art Teaching.

ED 455 143

Ofrendas/BorderCrossings: A Studio-Based Model for Cross Cultural Traveling.

ED 455 148

**Art History**

The Postmodernist Descending the Staircase.

ED 455 155

**Art Products**

Children's and Adolescents' Conceptions in Describing Works of Art.

ED 455 150

Creativity as Collective Misrecognition in the Relationships between Art Students and Their Teachers.

ED 455 140

Ofrendas/BorderCrossings: A Studio-Based Model for Cross Cultural Traveling.

ED 455 148

**Art Students**

Creativity as Collective Misrecognition in the Relationships between Art Students and Their Teachers.

ED 455 140

**Art Teachers**

An Alternative Approach to In-Service Teacher Education for Secondary Art Teachers.

ED 455 145

Creativity as Collective Misrecognition in the Relationships between Art Students and Their Teachers.

ED 455 140

**Articulation (Education)**

Analysis of ASSIST Navigability, Usability, and Content Using Student Focus Groups, Spring 2000. Final Report.

ED 454 923

Reaching into the Future: A New National Initiative. Establishing a Transfer Articulation Network between Urban Community Colleges and Both Historically Black Colleges and Universities and Hispanic Serving Institutions.

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**Artificial Intelligence**

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Intelligent Technologies in Library and Information Service Applications. ASIST Monograph Series.

ED 454 882//

**Artistic Evaluation**

Enabling or Constraining: Standards Based Assessment in Art Education in New Zealand.

ED 455 146

System-Wide Assessment in the Arts: A Developing Model.

ED 455 149

**Artistic Performance**

Art as a Discipline Concealed in the Beliefs and Practices of Two Artists.

ED 455 147

**Artists**

Art as a Discipline Concealed in the Beliefs and Practices of Two Artists.

ED 455 147

Ofrendas/BorderCrossings: A Studio-Based Model for Cross Cultural Traveling.

ED 455 148

**Asia**

Psychological Education, Research and Publication in Asia.

ED 455 188

Strategies for Higher Education in Asia and the Pacific in the Post-Cold War Era. IIEP Contributions, No. 29.

ED 454 795

**Asian Studies**

Makiko's New World: Activities for the High School Classroom. [Videotape with] Teacher's Guide.

ED 455 170//

**AskERIC**

Use of Human Intermediation in Information Problem Solving: A User's Perspective.

ED 454 808

**Aspergers Syndrome**

Asperger Syndrome: A Qualitative Study of Successful Educational Interventions.

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**Aspiration**

Aspirations, Barriers, and Community Strengths: A Qualitative Survey of Urban Chicano Youth and Families. Occasional Paper No. 38. Latino Studies Series.

ED 455 084

**Assignments**

Point of View Speech (A Speech Assignment in Critical Thinking).

ED 454 561

Providing Broadcast Journalism Students Professional Experiences by Producing Political Television Programs.

ED 454 556

**Assistant Principals**

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ED 454 626

**Associate Degrees**

New Associate Degree Requirements. The Advisor.

ED 454 908

**Association of Research Libraries**

ARL Preservation Statistics, 1997-98: A Compilation of Statistics from the Members of the Association of Research Libraries.

ED 454 879

A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC, 2000.

ED 454 852

**Astronomy**

Lunar Shapes and Shadows: What Are the Sources of Our Instructional Ideas?

ED 455 102

**At Risk Persons**

Adolescents, Alcohol, and Substance Abuse: Reaching Teens through Brief Interventions.

ED 454 478//

School Violence: An Overview. Also: Creating Safe Schools; Conflict Resolution Education.

ED 454 486

**Attendance**

Attending to Attendance. Fastback 450.

ED 454 571

The Impact of the Indonesian Financial Crisis on Children: An Analysis Using the 100 Villages Data. Innocenti Working Paper No. 81.

ED 455 171

Perceptions of School Dropout: Different Viewpoints among Middle School Teachers, Absentee Students, and Their Parents in Taiwan.

ED 454 477

**Attention Deficit Disorders**

Students with Attentional Disorders: Meeting Their Needs. A Guide for Schools and Families. Second Edition.

ED 454 673

**Attitude Change**

Catalyzing Change in Preservice Teachers' Beliefs: Effects of the Mathematics Early Field Experience.

ED 455 244

**Attitude Measures**

What We Know and How We Know It: A Preliminary Study of Managerial Practices of High Schools in Shanghai.

ED 454 597

**Audience Awareness**

The Myths of Chinese Images Revisited: Persuasive Strategies in Hong Kong Anti-Drug Public Service Announcements.

ED 454 559

## Subject Index

- Social Marketing Lite: Ideas for Folks with Small Budgets and Big Problems. Health, Education, Population, Nutrition, the Environment, Transportation, Democracy-Building, Youth Development, and Elder Care in the U.S. and around the World. ED 455 167
- Social Marketing Traction: A Practical Resource Book for Social Marketing. ED 455 168
- Audience Response**
- Shaping American Political Discourse through Media Punditry and Ideological Pontification. (Mass Communication Instructional Unit.) ED 454 554
- Audiovisual Aids**
- Folk Heritage Collections in Crisis. ED 454 884
- Austin Community College TX**
- Austin Community College Institutional Effectiveness Assessment Planning Resource Manual. ED 454 911
- Australia**
- Applying SEIFA Disadvantage Indexes to VET Participation. Working Paper. ED 454 442
- Creating New Choices: A Violence Prevention Project for Schools in Australia. Innodata Monographs 9. Educational Innovations in Action. ED 454 471
- Developing a Model To Explain Student Persistence in Tertiary Agricultural Study. ED 454 371
- Dinosaurs in a Brave New World? Apprenticeships and Traineeships in the Age of Lifelong Learning. Working Paper. ED 454 434
- The Economics of Vocational Education and Training in Australia: CEET's Stocktake. ED 454 388
- Explorations of Retention and Withdrawal in VET Programs, 1995-1997. Working Paper. ED 454 429
- Factors Influencing Active Learning in Small Enterprises. Working Paper. ED 454 437
- Field Dependence-Field Independence and Vocational Teachers. Working Paper. ED 454 445
- Implications for Vocational Education and Training of Changing Work Arrangements. Working Paper. ED 454 436
- The Importance of Facilitating Critical Reasoning in the New Millennium: Some New Evidence. Working Paper. ED 454 446
- Informal Vocational Learning Experiences of Young People: Some Research Findings. Working Paper. ED 454 435
- The Learning Practitioner in Organisations: Challenges in Researching a Changing Role. Working Paper. ED 454 444
- Linkages between Vocational Education and Training Providers and Industry. ED 454 389
- Literacy and Numeracy in Vocational Education and Training. Review of Research. ED 454 392
- Making Pathways: Young People and Their Informal Vocational Learning. Discussion Paper. Working Paper. ED 454 432
- National Workshop on Equity Research. Report and Papers from a National Workshop (Sydney, New South Wales, Australia, May 21-22, 1999). Working Paper. ED 454 426
- Online Learning and the New VET Practitioner: Project Data and Methodology. Working Paper. ED 454 441
- Outcomes from Enabling Courses. ED 454 390

- The RAVL Symposium: New Questions about Work and Learning. Working Paper. ED 454 430
- The Regional Australia Summit: An Inclusive Approach to Policy Development. ED 455 050
- Training for Productivity. ED 454 391
- Work Placements in Vocational Education and Training Courses: Evidence from the Cross-Sectoral Literature. Review of Research. ED 454 393
- Working Knowledge and Work-Based Learning: Research Implications. Working Paper. ED 454 438
- Young People and Work: Is VET the Answer? Summary Report on the National Issues Forum (1st, Sydney, New South Wales, Australia, December 1997). Working Paper. ED 454 425
- Australia (Melbourne)**
- A Further Local Participation Study: TAFE and ACE in Melbourne Postcodes. Working Paper. ED 454 428
- Urban Disadvantage and VET Participation and Achievement. Working Paper. ED 454 443
- Australia (New South Wales)**
- Early School Leavers in the Community. Working Paper. ED 454 433
- Student Experiences of Generic Competency Learning: A Case of Practitioner Research. Working Paper. ED 454 447
- Australia (Queensland)**
- Rural Parents' and Students' Satisfaction with Public Schools in Queensland. ED 455 070
- Australia (South Australia)**
- Online Learning and the New VET Practitioner. Working Paper. ED 454 439
- Online Learning and the New VET Practitioner: Implications for the Organisation of Their Work. Working Paper. ED 454 440
- The Real Cost of Rural Schooling in South Australia from a System's Perspective. ED 455 073
- The Real Cost of Rural Secondary Schooling in South Australia (from a School's Perspective). Keynote Address. ED 455 046
- Australia (Sydney)**
- Equity and Local Participation in VET: Some Preliminary Findings in Sydney Postcodes. Working Paper. ED 454 427
- Urban Disadvantage and VET Participation and Achievement. Working Paper. ED 454 443
- Australia (Victoria)**
- From the Bush to the City: Reversing an Australian Trend in Teacher Professional Development. ED 455 074
- Australia (Western Australia)**
- System-Wide Assessment in the Arts: A Developing Model. ED 455 149
- Authenticity**
- Authenticity in a Digital Environment. ED 454 883
- Authority Control (Information)**
- Authority Control on the Web. ED 454 864
- Autism**
- Asperger Syndrome: A Qualitative Study of Successful Educational Interventions. ED 454 658
- Autobiographies**
- Listening to Lorca: A Journey into Language. ED 454 729//

## Beginning Teachers

201

- Awards**
- The Last Five Years of the Millennium. ED 454 370
- Bachelors Degrees**
- North Valley/South Valley Survey—Perceptions of Utah Valley State College and the Need for a Branch Campus. ED 454 898
- Balanced Reading Instruction**
- Balanced Literacy Instruction: A Teacher's Resource Book. Second Edition. ED 454 490//
- Creating a "Literacy Club" in a First Grade Classroom: One Teacher's Balanced Approach. ED 454 499
- Increasing Students' Reading Readiness Skills through the Use of a Balanced Literacy Program. ED 454 505
- Integrating Computer Technology into a Balanced Literacy Approach: Beyond Interactive Books and Word Processors. ED 454 529
- Bands (Music)**
- Improving Student Participation in Beginning Band Programs through the Use of Effective Recruiting Techniques. ED 455 175
- Barbie Dolls**
- Barbie.com and Racial Identity. ED 455 358
- Barriers to Participation**
- Barriers in Child Support Policy: A Literature Review. ED 454 978
- How To Pay for Child Care? Local Innovations Help Working Families. PACE Policy Brief. Early Education Series. ED 455 028
- Basic Writing**
- West Virginia Association for Developmental Education Annual Report, February 2001. ED 454 894
- Beginning Reading**
- Early Literacy Survey: How Renaissance Supports Reading Excellence Act (REA) Goals. ED 454 496
- Kindergarten Education: Theory, Research, and Practice, 1996-1998. ED 455 020
- The Reading Lesson: The Intelligent Reading Program for Young Children. Teach Your Child To Read in 20 Easy Lessons [with CD-ROM]. ED 454 491//
- Beginning Teacher Induction**
- Adult Educators' Guide to Designing Instructor Mentoring. ED 454 410
- Attracting and Retaining Teachers in Rural Areas. ED 455 081
- Creating a Teacher Mentoring Program, Fall 1999, No. 1. ED 455 230
- Moral Features of Mentoring in an Urban Context. ED 455 206
- Beginning Teachers**
- Beginning Teachers Beginning Whole Language. ED 454 495
- Creating a Teacher Mentoring Program, Fall 1999, No. 1. ED 455 230
- District Policy and Beginning Teachers: Where the Twain Shall Meet. CELA Research Report. ED 454 528
- Ten Things New Teachers Need To Succeed. A Skylight Guide. ED 455 233
- Tracking Transfer of Reform: Tracking Transfer of Reform Methodology from Science and Math College Courses to the Teaching Style of Beginning Teachers of Grades 5-12. Technical Report. ED 455 208



- Writing Workshop and Beginning Teachers.  
ED 454 543
- Behavior Change**  
Diversity Training. Myths and Realities No. 13.  
ED 454 403
- Behavior Development**  
Seven Essentials for Character Discipline: Elementary Classroom Management.  
ED 455 161
- Behavior Modification**  
Asperger Syndrome: A Qualitative Study of Successful Educational Interventions.  
ED 454 658  
Decreasing Disruptive Behaviors through Social Skills Instruction.  
ED 454 482  
Decreasing Inappropriate Social Behavior in Freshman Seminar through the Use of Interpersonal Skills Training.  
ED 454 463  
Models of Alcohol and Other Drug Treatment for Consideration When Working with Deaf and Hard of Hearing Individuals.  
ED 454 662
- Behavior Patterns**  
Seeking Help in Large College Classes: Who, Why, and from Whom?  
ED 454 760
- Behavior Problems**  
Decreasing Disruptive Behaviors through Social Skills Instruction.  
ED 454 482  
Decreasing Inappropriate Social Behavior in Freshman Seminar through the Use of Interpersonal Skills Training.  
ED 454 463  
Educate, Medicate, or Litigate? What Teachers, Parents, and Administrators Must Do about Student Behavior.  
ED 454 581
- Behavior Standards**  
The Survey of Alcohol Usage and Perceptions.  
ED 454 786
- Behavioral Objectives**  
Social Marketing Traction: A Practical Resource Book for Social Marketing.  
ED 455 168
- Beliefs**  
Catalyzing Change in Preservice Teachers' Beliefs: Effects of the Mathematics Early Field Experience.  
ED 455 244
- Belongingness**  
Social Isolation, Loneliness and Immigrant Students' Search for Belongingness: From Helplessness to Hopefulness.  
ED 455 009
- Bernard van Leer Foundation (Netherlands)**  
Bernard van Leer Foundation Annual Report, 2000.  
ED 454 968
- Bibliographic Records**  
Exploring Partnerships: What Can Producers and Vendors Provide?  
ED 454 874
- Bibliotherapy**  
Helping Children through Books: An Annotated Bibliography. 4th Revised Edition.  
ED 455 193
- Biculturalism**  
The Mis-Classification of Art as It Works Against an Inclusive Art Education.  
ED 455 141
- Bilingual Education**  
An Overview of the Preparation and Certification of Teachers Working with Limited English Proficient (LEP) Students.  
ED 455 231

- Bilingual Education Programs**  
The Fate of Progressive Language Policies and Practices.  
ED 454 521
- Bilingualism**  
The Development of Past Tense Morphology in L2 Spanish. Studies in Bilingualism 22.  
ED 454 734//  
Language Skills and Literacy Development of English-Japanese Bilingual Children.  
ED 454 708  
The Languages U.S. Latino Literature Speaks.  
ED 454 526
- Biological Influences**  
Preventing Reading Difficulties through the Early Identification of Children with Special Literacy Needs. PEER Literacy Resource Brief. PEER Project Literacy Series.  
ED 454 628
- Black Administrators**  
"Can't You Lighten Up a Bit?" Black Women Administrators in the Academy.  
ED 455 350
- Black Colleges**  
Reaching into the Future: A New National Initiative. Establishing a Transfer Articulation Network between Urban Community Colleges and Both Historically Black Colleges and Universities and Hispanic Serving Institutions.  
ED 454 931
- Black Culture**  
Learning the Blues. [Lesson Plan].  
ED 454 541  
Setting the Record Straight in Ernest Gaines's "A Lesson Before Dying."  
ED 454 560
- Black Family**  
How Urban Fathers Represent the Transition to Fathering: A Discourse Analysis of Fathering Narratives.  
ED 454 985  
Joblessness and Unemployment: A Review of the Literature.  
ED 454 977
- Black Literature**  
Setting the Record Straight in Ernest Gaines's "A Lesson Before Dying."  
ED 454 560
- Black Music**  
Learning the Blues. [Lesson Plan].  
ED 454 541
- Black Students**  
African American Faculty as Part of the Problem or Part of the Solution in the Retention of African American Students on "White" College Campuses.  
ED 455 353  
Barbie.com and Racial Identity.  
ED 455 358  
Black Doctoral Graduates from a Predominantly White University.  
ED 455 354  
Mentoring African American Middle School Students: Applying Principles of Antiracism Education to the Problem of Closing the Black-White Achievement Gap.  
ED 455 352  
Metacognition and Effective Study Strategies among African-American College and University Students.  
ED 455 351  
The Other Boston Busing Story: What's Won and Lost across the Boundary Line.  
ED 455 322//  
Reducing the Gap: Success for All and the Achievement of African-American and Latino Students.  
ED 455 079  
School Practices for Equitable Discipline of African American Students. ERIC Digest Number 166.  
ED 455 343

- Transitions in the Life Course of African-American Males: Issues in Schooling, Adulthood, Fatherhood, and Families.  
ED 455 328
- Why Pick on Me? School Exclusion and Black Youth.  
ED 455 323//
- Black Teachers**  
African American Faculty as Part of the Problem or Part of the Solution in the Retention of African American Students on "White" College Campuses.  
ED 455 353
- Blacks**  
Being There: Exploring the Fatherhood Experiences and Beliefs of Low-Income Urban African American Males.  
ED 455 345  
Building Bridges to the Economic Mainstream for African American Male Ex-Offenders: A Preliminary Assessment of an Inmate Education Re-Entry Program.  
ED 455 337  
"Can't You Lighten Up a Bit?" Black Women Administrators in the Academy.  
ED 455 350  
The Making of Dolls and Figurative Clay Sculpture among Black Indigenous People of South Africa.  
ED 455 153  
Taking the Initiative on Jobs & Race: Innovations in Workforce Development for Minority Job Seekers and Employers.  
ED 454 406  
Transitions in the Life Course of African-American Males: Issues in Schooling, Adulthood, Fatherhood, and Families.  
ED 455 328  
The Transracial Adoption Debate in the United States.  
ED 455 357
- Blues Music**  
Learning the Blues. [Lesson Plan].  
ED 454 541
- Board Books**  
Classic Religious Books for Children: An Annotated Bibliography.  
ED 455 192
- Boards of Education**  
Delaware Student Testing Program: A Score Results Guide for Boards and Administrators.  
ED 455 266
- Body Image**  
Sociocultural Differences in Eating Disordered Behaviors and Body Image Perception: A Comparison between Puerto Rican and American College Women.  
ED 455 355
- Book Awards**  
Selecting and Promoting Young Adult and Children's Award-Winning Books. What This Means for Publishers, Authors, Teachers, Librarians and the Consumer.  
ED 454 497
- Bootstrap Methods**  
Using Commonly Available Software for Conducting Bootstrap Analyses.  
ED 455 278
- Boston Public Schools MA**  
Districts on the Move: Unified Student Service in Boston Public Schools: Building a Continuum of Services through Standards-Based Reform.  
ED 455 329
- Bourdieu (Pierre)**  
Elements of Social Capital in the Context of Six High Schools.  
ED 454 582
- Brain**  
Brain Matters: Translating Research into Classroom Practice.  
ED 454 999

- Focus on Infants & Toddlers (Ages 0-3): A Quarterly Newsletter for the Education Community, 1999-2000. ED 454 992
- Brain Based Learning**  
Brain Based Teaching: Fad or Promising Teaching Method. ED 455 218
- Brain Development**  
Brain Matters: Translating Research into Classroom Practice. ED 454 999
- Breakfast Programs**  
Fast Break to Learning School Breakfast Program: A Report of the First Year Results, 1999-2000. ED 455 008
- British Columbia**  
Following the Canada Goose: Teacher Supply and Demand Issues for Rural School Districts. ED 455 069  
The Issues Shared by Professionals Living and Working in Rural Communities in British Columbia. ED 455 071  
Provincially and Locally Initiated Curriculum Program Assessment, Final Report. ED 454 910
- Broadcast Journalism**  
Providing Broadcast Journalism Students Professional Experiences by Producing Political Television Programs. ED 454 556  
Shaping American Political Discourse through Media Punditry and Ideological Pontification. (Mass Communication Instructional Unit.) ED 454 554
- Broome Community College NY**  
Self-Directed Learning: A 2-Year, 4-Year Collaboration for Engineering Students. Working Paper Series. ED 454 922
- Budgeting**  
Management of Higher Education with Special Reference to Financial Management in African Institutions. IIEP Contributions, No. 28. ED 454 794  
The Real Cost of Rural Schooling in South Australia from a System's Perspective. ED 455 073  
Written Testimony of Thomas J. Nussbaum, Chancellor of the California Community Colleges, [presented to the] Assembly Budget Subcommittee on Education Finance. ED 454 936  
Written Testimony of Thomas J. Nussbaum, Chancellor of the California Community Colleges, [presented to the] Senate Budget and Fiscal Review Subcommittee No. 1: Overview of the California Community Colleges. ED 454 937
- Budgets**  
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The Effectiveness of Minority Teachers on Minority Student Success. ED 455 235
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Hatred in the Hallways: Violence and Discrimination against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools. ED 454 462
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- The Position of Human Resource Developers in the New Learning Landscape: A Discussion Paper. Working Paper. ED 454 431
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Hatred in the Hallways: Violence and Discrimination against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools. ED 454 462
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Community College Humanities Review, Fall 1998. ED 454 901
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Gender and Ethnic Identity Development among College Students from Four Ethnic Groups. ED 454 469
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- Identity Formation**  
The Gender Debate about Identity and Moral Development Continues: What about the Men? ED 455 177
- Images and Identities. ED 455 157
- Illegal Drug Use**  
Options for Restructuring the Safe and Drug-Free Schools and Communities Act. ED 454 580
- The Rise of Marijuana as the Drug of Choice among Youthful Adult Arrestees. Research in Brief. ED 454 472
- Illinois**  
Illinois Occupational Skill Standards: House-keeping Management Cluster. ED 454 375
- Illinois Occupational Skill Standards: Insurance Cluster. ED 454 376
- Illinois Occupational Skill Standards: Swine Production Cluster. ED 454 377
- Management Information Systems Manual. ED 454 909
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- Image Theory**  
Pursuing Image: Making Sense of Popular Pedagogical Representations. ED 455 202
- Imagery**  
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- Immigrants**  
Cultural Differences in the Self Esteem and Adaptation of Spanish-Speaking Second Generation Adolescents. ED 455 085
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**Improvement Programs**

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**Incidence**

The Rise of Marijuana as the Drug of Choice among Youthful Adult Arrestees. Research in Brief. ED 454 472

**Inclusive Schools**

Districts on the Move: Unified Student Service in Boston Public Schools: Building a Continuum of Services through Standards-Based Reform. ED 455 329

Functional Independence Measures for Students with Disabilities: Review of Issues and Methods. ED 455 282

IDEA 1997—"Inclusion Is the Law." ED 454 645

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**Income**

Education and Earnings Inequality in Mexico. Policy Research Working Papers. ED 454 774

The Education of Immigrant Children: The Impact of Age at Arrival. MASRC Working Paper Number 26. ED 455 042

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**Income Disparities**

Trends in Direct Measures of Job Skill Requirements. Working Paper No. 301. ED 454 381

**Income Improvement**

Income Mobility and Exits from Poverty of American Children, 1970-1992. JCPR Working Paper 186. ED 455 332

**Independent Reading**

Increasing Independent Reading Practice through Family Involvement and Motivational Strategies. ED 454 501

**Independent Study**

Strategies To Support Self-Directed Learning in a Web-Based Course. ED 455 194

Training Learners for Self-Instruction. ED 454 746

**Indexes**

Resources in Education (RIE). Volume 36, Number 12. ED 454 365

**Indexing**

Exploiting LCSH, LCC, and DDC To Retrieve Networked Resources: Issues and Challenges. ED 454 862

Is Precoordination Unnecessary in LCSH? Are Web Sites More Important To Catalog Than Books? A Reference Librarian's Thoughts on the Future of Bibliographic Control. ED 454 860

**India**

Promoting Equal Access of Girls/Women to Technical and Vocational Education. ED 454 367

**Indicators**

America's Children: Key National Indicators of Well-Being, 2001. ED 455 036

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Rhode Island Kids Count Factbook, 2001. ED 454 951

**Indigenous Knowledge Systems**

Educational Renewal in Rural Alaska. ED 455 062

**Indigenous Populations**

The Global Portal: The Public Library as a Partner in Rural Knowledge Cooperatives. ED 455 054

The Making of Dolls and Figurative Clay Sculpture among Black Indigenous People of South Africa. ED 455 153

**Individual Development**

Executive Coaching: Inspiring Performance at Work. IES Report 379. ED 454 372

Portrait of a Hero. [Lesson Plan]. ED 454 539

**Individualized Education Programs**

Addressing Standards and Assessments on State IEP Forms. Synthesis Report. ED 454 682

Individualized Education Plan (IEP). ED 454 675

Rhode Island Board of Regents for Elementary and Secondary Education. Regulations Governing the Education of Children with Disabilities. ED 454 646

**Individuals with Disabilities Educ Act Amend 1997**

State Special Education Advisory Panels: Changes since the Passage of the 1997 Amendments to the Individuals with Disabilities Education Act. ED 454 639

Student Discipline and IDEA—Synthesis of GAO Report. Synthesis Brief. ED 454 638

**Individuals with Disabilities Education Act**

IDEA 1997—"Inclusion Is the Law." ED 454 645

Individualized Education Plan (IEP). ED 454 675

**Individuals with Disabilities Education Act Part B**

Biennial Performance Report (FY 98, 99) for Part B of the Individuals with Disabilities Education Act. State of Delaware. ED 454 666

Notice of Procedural Safeguards: Special Education Rights of Parents and Children Under the Individuals with Disabilities Education Act, Part B. ED 454 669

**Individuals with Disabilities Education Act Part C**

Improving the Quality of Early Intervention Personnel by Enhancing Faculty Expertise: Findings and Recommendations of the Regional Faculty Institutes. Executive Summary. ED 454 683

**Indonesia**

An Analysis of the Role of Social Safety Net Scholarships in Reducing School Drop-Out during the Indonesian Economic Crisis. Innocenti Working Paper No. 82. ED 455 172

The Impact of the Indonesian Financial Crisis on Children: An Analysis Using the 100 Villages Data. Innocenti Working Paper No. 81. ED 455 171

**Indoor Air Quality**

Indoor Air Quality Guidelines for Pennsylvania Schools. ED 454 690

**Industry**

Management of University-Industry Linkages. Policy Forum No. 11. Proceedings from the Policy Forum Held at the IIEP (Paris, France, June 1-2, 2000). ED 454 790

The Management of University-Industry Relations: Five Institutional Case Studies from Africa, Europe, Latin America, and the Pacific Region. Improving the Managerial Effectiveness of Higher Education Institutions. ED 454 788

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Issues in the Study of Curriculum in the Context of Lifelong Learning. ED 454 423

Making Pathways: Young People and Their Informal Vocational Learning. Discussion Paper. Working Paper. ED 454 432

**Information Dissemination**

AXIS (Adult Education Express Intercommunication Support) Final Report, 1999-2000. ED 454 396

Student-Organized College of Education "Educational Research Exchanges" from the Student and Former Student Perspective. ED 455 295

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**Information Policy**

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- The New Context for Bibliographic Control in the New Millennium.  
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- Resource Discovery Using Z39.50: Promise and Reality.  
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**Information Seeking**

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**Information Services**

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- Resource Discovery Using Z39.50: Promise and Reality.  
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rial Effectiveness of Higher Education Institutions. Working Document.  
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**Inservice Teacher Education**

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**Instant Analysis**

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**Institutional Autonomy**

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**Institutional Characteristics**

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- ICCE/ICCAI 2000 Full & Short Papers (Collaborative Learning).  
ED 454 818
- ICCE/ICCAI 2000 Full & Short Papers (Educational Agent).  
ED 454 821
- ICCE/ICCAI 2000 Full & Short Papers (Humanities and Learning Technology).  
ED 454 824
- ICCE/ICCAI 2000 Full & Short Papers (Instructional Design).  
ED 454 825
- ICCE/ICCAI 2000 Full & Short Papers (Methodologies).  
ED 454 830
- ICCE/ICCAI 2000 Full & Short Papers (Multimedia and Hypermedia in Education).  
ED 454 831
- ICCE/ICCAI 2000 Full & Short Papers (Others).  
ED 454 833
- ICCE/ICCAI 2000 Full & Short Papers (Student Modeling).  
ED 454 836
- ICCE/ICCAI 2000 Full & Short Papers (System Design and Development).  
ED 454 837
- ICCE/ICCAI 2000 Full & Short Papers (Web-Based Learning).  
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**Instructional Development**

- Developing Responsiveness in Vocational Education and Training.  
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**Instructional Effectiveness**

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Improving Reading Achievement through the Implementation of Reading Strategies.

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Improving Students' Decoding Skills through the Use of Direct Instruction.

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Increasing Independent Reading Practice through Family Involvement and Motivational Strategies.

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Increasing Students' Reading Readiness Skills through the Use of a Balanced Literacy Program.

ED 454 505

Issues in Training. Symposium 39. [AHRD Conference, 2001].

ED 454 385

OPPAGA Justification Review [of the] State University System, Florida Department of Education.

ED 454 775

Shaping the Work Environment for Teachers: How Principals Can Learn To Support Instructional Reform.

ED 454 623

Strengthening Student Writing Skills.

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Teaching Effectiveness and Course Evaluation: The Role of Academic Delay of Gratification.

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Using Technology and Creative Reading Activities to Increase Pleasure Reading among High School Students in Resource Classes.

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What Can Teachers of Literacy Learn from a Study of Effective Teachers?

ED 454 500

## Instructional Improvement

Hand in Hand with the Second Language Standard Course of Study, Fall 2000.

ED 454 741

Issues in Training. Symposium 39. [AHRD Conference, 2001].

ED 454 385

## Instructional Innovation

Improving the Quality of Early Intervention Personnel by Enhancing Faculty Expertise: Findings and Recommendations of the Regional Faculty Institutes. Executive Summary.

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Shaping the Work Environment for Teachers: How Principals Can Learn To Support Instructional Reform.

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Tools of the Mind: A Case Study of Implementing the Vygotskian Approach in American Early Childhood and Primary Classrooms. Innodata Monographs 7.

ED 455 014

Writing Workshop and Beginning Teachers.

ED 454 543

## Instructional Leadership

Blind Man's Bluff: Instructional Leadership, Teacher Selection and Rational Decision-Making.

ED 454 605

Retaining Principals. ERIC Digest Number 147.

ED 454 567

## Insurance Companies

Illinois Occupational Skill Standards: Insurance Cluster.

ED 454 376

## Insurance Occupations

Illinois Occupational Skill Standards: Insurance Cluster.

ED 454 376

## Integrated Curriculum

Cultural Change through a School Reform Project: A Case Study.

ED 455 144

Literacy and Numeracy in Vocational Education and Training. Review of Research.

ED 454 392

Ohio Agriscience Lesson Plans.

ED 454 416

The Write Connection: Implication of Research on the Design of Writing Activities for Teaching Elementary Science.

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## Integrated Services

Adolescents, Alcohol, and Substance Abuse: Reaching Teens through Brief Interventions.

ED 454 478//

Educating for Resilience: Prevention and Intervention Strategies for Young People at Risk.

ED 454 455

Mental Health in Schools: Guidelines, Models, Resources, & Policy Considerations.

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Student Health Partnership Annual Report Guidelines for 2000/2001 and 2001/2002. Student Health Initiative.

ED 454 647

Student Health Partnership Service Plan Guidelines for 2001/2002. Student Health Initiative.

ED 454 648

## Intellectual Disciplines

Evaluating Doctoral Programs in Communication.

ED 454 564

History of Higher Education Annual, 2000.

ED 454 756

The State of the Art in Empirical Studies of Literature: The Emergence of an International and Interdisciplinary Scholarly/Scientific "Field": A Progress Report.

ED 454 509

## Intelligence Quotient

Application of the Theory of Multiple Intelligences to Second Language Learners in Classroom Situations.

ED 454 739

## Intelligent Tutoring Systems

ICCE/ICCAI 2000 Full & Short Papers (Intelligent Tutoring Systems).

ED 454 826

## Interaction

Promoting Discourse with Task-Based Scenario Interaction.

ED 454 742

## Interactive Teaching

Portrait of a Hero. [Lesson Plan].

ED 454 539

## Interactive Television

Adventures in Teaching via Interactive Television.

ED 454 915

## Intercultural Communication

Experiential Learning in Foreign Language Education. Applied Linguistics and Language Study.

ED 454 720//

## Interdisciplinary Approach

The State of the Art in Empirical Studies of Literature: The Emergence of an International and Interdisciplinary Scholarly/Scientific "Field": A Progress Report.

ED 454 509

## Intergenerational Learning

Intergenerational Learning: A Review of the Literature.

ED 454 974

## Intergenerational Relationship

How Urban Fathers Represent the Transition to Fathering: A Discourse Analysis of Fathering Narratives.

ED 454 985

## Intergenerational Transmission

Intergenerational Learning: A Review of the Literature.

ED 454 974

The Role of Elders and Elder Teachings: A Core Aspect of Child and Youth Care Education in First Nations Communities.

ED 455 063

## Interior Design

The Problem of the Correct Answer.

ED 455 174

Space & Materials: A Second Year Design Curriculum.

ED 455 173

## Interior Space

Space & Materials: A Second Year Design Curriculum.

ED 455 173

## International Cooperation

Transparency of Vocational Qualifications: The Leonardo da Vinci Approach. CEDEFOP Panorama Series.

ED 454 407

## International Education

Changing Perspectives on International Education.

ED 454 713//

## International Studies

Merging National and International Interests in Educational System Evaluation. Proceedings of the Conference (Jyväskylä, Finland, March 19th and 20th, 1998).

ED 455 296

A Policy Maker's Guide to International Achievement Studies.

ED 455 310//

The State of the Art in Empirical Studies of Literature: The Emergence of an International and Interdisciplinary Scholarly/Scientific "Field": A Progress Report.

ED 454 509

## Internet

The Catalog as Portal to the Internet.

ED 454 857

Creating the Hybrid Electronic Course: An Instructor's Journal.

ED 454 929

Crossing a Digital Divide: AACR2 and Unaddressed Problems of Networked Resources.

ED 454 861

An Examination of Digital Dividing Factors on Teachers' Access to Internet Resources in Rural Schools.

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ICCE/ICCAI 2000 Full & Short Papers (Humanities and Learning Technology).

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International Metadata Initiatives: Lessons in Bibliographic Control.

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Job Searching in the 21st Century. Myths and Realities No. 14.

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Selecting and Promoting Young Adult and Children's Award-Winning Books. What This Means for Publishers, Authors, Teachers, Librarians and the Consumer. ED 454 497

Students' Views on the Purposes of Reading from Three Perspectives - Students, Teachers and Parents. ED 454 543

## Reading Material Selection

Books for You: An Annotated Booklist for Senior High. Fourteenth Edition. NCTE Bibliography Series. ED 454 525

Classic Religious Books for Children: An Annotated Bibliography. ED 455 192

Selecting and Promoting Young Adult and Children's Award-Winning Books. What This Means for Publishers, Authors, Teachers, Librarians and the Consumer. ED 454 497

## Reading Motivation

Increasing Independent Reading Practice through Family Involvement and Motivational Strategies. ED 454 501

Students' Views on the Purposes of Reading from Three Perspectives - Students, Teachers and Parents. ED 454 493

## Reading Processes

Creating a "Literacy Club" in a First Grade Classroom: One Teacher's Balanced Approach. ED 454 499

## Reading Programs

The Reading Lesson: The Intelligent Reading Program for Young Children. Teach Your Child To Read in 20 Easy Lessons [with CD-ROM]. ED 454 491//

## Reading Rate

Examining Reading Comprehension and Fluency in Students Who Are Deaf or Hard of Hearing. ED 454 654

"Fluent Reading" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #5. PEER Project Literacy Series. ED 454 633

## Reading Readiness

Building Background Knowledge To Improve Reading Comprehension through Use of Technology. ED 454 504

A Guide for Parents: How Can I Help My Child Be Ready To Read and Ready To Learn? ED 455 026

A Guide for Reading: How Parents Can Help Their Children Be Ready To Read and Ready To Learn = Guia Para Leer: Como los padres pueden preparar a sus hijos a leer y aprender desde la infancia. ED 455 025

Increasing Students' Reading Readiness Skills through the Use of a Balanced Literacy Program. ED 454 505

## Reading Recovery Projects

Outcomes of the Muscogee County School District Reading Recovery Implementation Year, 1997-1998. ED 454 492

## Reading Skills

Performance in General Psychology and Reading Level, Fall 2000, Forest Park Campus. ED 454 920

## Reading Strategies

"Early Intervention" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #7. PEER Project Literacy Series. ED 454 635

"Fluent Reading" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #5. PEER Project Literacy Series. ED 454 633

Improving Reading Achievement through the Implementation of Reading Strategies. ED 454 503

Improving Students' Decoding Skills through the Use of Direct Instruction. ED 454 547

"Phonological Awareness" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #1. Peer Project Literacy Series. ED 454 629

"Reading Comprehension" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #6. PEER Project Literacy Series. ED 454 634

Reciprocal Teaching: The Application of a Reading Improvement Strategy on Urban Students in Highland Park, Michigan, 1993-1995. Innodata Monographs 8. ED 454 498

"Supported Passage Reading" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #4. PEER Project Literacy Series. ED 454 632

"Word Identification" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #3. PEER Project Literacy Series. ED 454 631

## Reading Teachers

Enhancing Professional Practice through WebCT: A Model for Preparing Reading Professionals. ED 455 242

## Reading Tests

Examining Reading Comprehension and Fluency in Students Who Are Deaf or Hard of Hearing. ED 454 654

PSSA Released Reading Items, 2000-2001. The Pennsylvania System of School Assessment. ED 455 307

Reading Assessment Handbook, 2000-2001. The Pennsylvania System of School Assessment. ED 455 305

## Reading Workshops

Beginning Teachers Beginning Whole Language. ED 454 495

## Reading Writing Relationship

Building Background Knowledge To Improve Reading Comprehension through Use of Technology. ED 454 504

Writing in the Elementary Classroom: A Reconsideration. ED 454 544//

## Reciprocal Teaching

Reciprocal Teaching: The Application of a Reading Improvement Strategy on Urban Students in Highland Park, Michigan, 1993-1995. Innodata Monographs 8. ED 454 498

## Recognition (Achievement)

Born on a Mountaintop? Davy Crockett, Tall Tales, and History. [Lesson Plan]. ED 454 542

Portrait of a Hero. [Lesson Plan]. ED 454 539

What Was Columbus Thinking? [Lesson Plan]. ED 454 536

## Recordkeeping

Individualized Education Plan (IEP). ED 454 675

Vermont Task Force on Special Education Paperwork Reduction: A Report to the Commissioner of Education, David S. Wolk. ED 454 643

## Records Management

Managing Records as Evidence and Information. ED 454 878//

## Recreational Reading

Improving Students' Reading Fluency through the Use of Phonics and Word Recognition Strategies. ED 454 506

Using Technology and Creative Reading Activities to Increase Pleasure Reading among High School Students in Resource Classes. ED 454 507

**Recruitment**

Improving Student Participation in Beginning Band Programs through the Use of Effective Recruiting Techniques.

ED 455 175

Nursing Workforce: Recruitment and Retention of Nurses and Nurse Aides Is a Growing Concern. Testimony before the Committee on Health, Education, Labor and Pensions, U.S. Senate.

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**Reference Services**

Descriptive Resource Needs from the Reference Perspective: Report on a Survey of US Reference Librarians.

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Use of Human Intermediation in Information Problem Solving: A User's Perspective.

ED 454 808

**Reflective Inquiry**

An Alternative Approach to In-Service Teacher Education for Secondary Art Teachers.

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**Reflective Practice**

Developing a Model of Reflective Practice for Improving Fathering Programs.

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**Reflective Teaching**

A First-Year White Teacher Working with Children of Color: An Investigation into the Meaning of "Trial by Fire."

ED 455 179

Talking about Curriculum, Thinking about Teaching.

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**Reflective Thinking**

Bending Back To Move Forward: Using Reflective Practice To Develop a High School Civic Education/Aikido Course.

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**Reflective Writing**

Shaping Change in Attitudes: Self-Reflective Writing about Homosexuality.

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**Reform Efforts**

Closing the Circle: Making Higher Education a Full Partner in Systemic Reform.

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Tracking Transfer of Reform: Tracking Transfer of Reform Methodology from Science and Math College Courses to the Teaching Style of Beginning Teachers of Grades 5-12. Technical Report.

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**Refugees**

Supporting Refugee Children in 21st Century Britain: A Compendium of Essential Information.

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**Reggio Emilia Approach**

Experiencing Reggio Emilia: Implications for Pre-School Provision.

ED 454 986//

**Regression (Statistics)**

An Application of Regression Models with Student Ratings in Determining Course Effectiveness.

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**Regular and Special Education Relationship**

Districts on the Move: Unified Student Service in Boston Public Schools: Building a Continuum of Services through Standards-Based Reform.

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**Rehabilitation Programs**

Models of Alcohol and Other Drug Treatment for Consideration When Working with Deaf and Hard of Hearing Individuals.

ED 454 662

**Related Services**

Student Health Partnership Service Plan Guidelines for 2001/2002. Student Health Initiative.

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**Relevance (Education)**

Developing Responsiveness in Vocational Education and Training.

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Dinosaurs in a Brave New World? Apprenticeships and Traineeships in the Age of Lifelong Learning. Working Paper.

ED 454 434

Every Other Day. Keynote Address.

ED 455 064

**Reliability**

Characterizing Measurement Error in Test Scores across Studies: A Tutorial on Conducting "Reliability Generalization" Analyses.

ED 455 294

Sample Characteristics and Measurement Reliability: An Empirical Exploration.

ED 455 279

**Religious Cultural Groups**

Classic Religious Books for Children: An Annotated Bibliography.

ED 455 192

**Religious Literature**

Classic Religious Books for Children: An Annotated Bibliography.

ED 455 192

**Religious Organizations**

Senior Student Affairs Officers' Perceptions of Campus-Based Student Religious Organizations.

ED 455 176

**Relocation**

Following the Canada Goose: Teacher Supply and Demand Issues for Rural School Districts.

ED 455 069

Learning To Leave: The Irony of Schooling in a Coastal Community...Some Preliminary Findings.

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Personal and Professional Adjustment of Social Workers to Rural and Remote Practice: Implications for Improved Retention.

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**Remedial Instruction**

High Stakes, High Performance: Making Remedial Education Work.

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**Remedial Programs**

Jefferson Davis Community College and Developmental Education: A Partnership for Student Success.

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Outcomes from Enabling Courses.

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West Virginia Association for Developmental Education Annual Report, February 2001.

ED 454 894

**Remedial Reading**

Essential Components of an Accelerated Reading Program. [Videotape].

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**Research**

Research Funding at Alberta Universities, 1999/2000 Report.

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**Research and Development**

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International Handbook of Giftedness and Talent. Second Edition.

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ED 454 997

**Research and Development Centers**

Mental Retardation and Developmental Disabilities Branch (NICHD) Report to the NACHHD Council.

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**Research Libraries**

ARL Preservation Statistics, 1997-98: A Compilation of Statistics from the Members of the Association of Research Libraries.

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A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC, 2000.

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**Research Methodology**

Applying SEIFA Disadvantage Indexes to VET Participation. Working Paper.

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A Dream of Red Mansions: Researching the Art of Generalist Art Teaching.

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Seizing Alternatives: Ways of Knowing. Rural Research and Practice in the Helping Arts. Keynote Address.

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Using Commonly Available Software for Conducting Bootstrap Analyses.

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Working Knowledge and Work-Based Learning: Research Implications. Working Paper.

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**Research Problems**

The Learning Practitioner in Organisations: Challenges in Researching a Changing Role. Working Paper.

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**Research Projects**

Mental Retardation and Developmental Disabilities Branch (NICHD) Report to the NACHHD Council.

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**Research Utilization**

A 21st Century Research Agenda: Issues, Topics & Questions Guiding Inquiry into Middle Level Theory & Practice.

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**Resilience (Personality)**

At-Risk Students Defy the Odds: Overcoming Barriers to Educational Success.

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Educating for Resilience: Prevention and Intervention Strategies for Young People at Risk.

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**Resistance to Change**

Implementing Whole-School Reform. ERIC Digest Number 128.

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**Resource Allocation**

Diversification of Sources and the Role of Privatization in Financing Higher Education in the Arab States Region. IIEP Contributions, No. 30.

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Equity and Adequacy in Educational Finance. ERIC Digest Number 129.

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Options for Restructuring the Safe and Drug-Free Schools and Communities Act.

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The Real Cost of Rural Schooling in South Australia from a System's Perspective.

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The Real Cost of Rural Secondary Schooling in South Australia (from a School's Perspective). Keynote Address.

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Research Funding at Alberta Universities, 1999/2000 Report.

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Written Testimony of Thomas J. Nussbaum, Chancellor of the California Community Colleges, [presented to the] Assembly Budget Subcommittee on Education Finance.

ED 454 936

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### Resource Staff

Personnel To Support the Education of Children and Youth with Deafblindness. Quick Turn Around (QTA).

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### Resources in Education

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### Response Rates (Questionnaires)

Factors for Teacher Response Rate in a Nationwide Middle Grades Survey.

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### Response to Literature

Conditions of Reception: The Strange Case of "Mons, Anzac, and Kut."

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Literature and Lives: A Response-Based, Cultural Studies Approach to Teaching English.

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Writing in the Elementary Classroom: A Reconsideration.

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### Return on Investment

Training for Productivity.

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### Rhetoric

Writing at the Threshold: Featuring 56 Ways To Prepare High School and College Students To Think and Write at the College Level.

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### Rhode Island

Information Works! Measuring Rhode Island Schools for Change 2000. Statewide Analysis, 2000. Productive, Caring and Mutually Intriguing Teacher/Student Relationships: What's It Going To Take?

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Rhode Island Board of Regents for Elementary and Secondary Education. Regulations Governing the Education of Children with Disabilities.

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Rhode Island Kids Count Factbook, 2001.

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### Rhyme

Play with Words: Rhyme & Verse. [Lesson Plan].

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Applying Risk Theory to Educational Development.

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### Risk Reduction

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### Role Conflict

The "Role" of Burnout among Special Educators: The Relationship between Burnout and Role Tensions.

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### Role of Education

Annenberg Rural Challenge: School Reform from a Slightly Different Point of View. Keynote Address.

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Learning To Leave: The Irony of Schooling in a Coastal Community...Some Preliminary Findings.

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### Role Playing

Role Play: Effective Role Play for Japanese High School Students.

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### Rowland Unified School District CA

Year Two Program Evaluation Report: Academic Volunteer and Mentor Program. Giano Intermediate School.

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### Rural Areas

The Glocal Portal: The Public Library as a Partner in Rural Knowledge Cooperatives.

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Issues Affecting Rural Communities (II). Proceedings of the International Conference [on] Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000).

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Learning To Leave: The Irony of Schooling in a Coastal Community...Some Preliminary Findings.

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Personal and Professional Adjustment of Social Workers to Rural and Remote Practice: Implications for Improved Retention.

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### Rural Development

Canadian Rural Girls and Women: Preparing for the Millennium.

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A Healthy Communities Initiative in Rural Alberta: Building Rural Capacity for Health.

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Is There a "New Rural Policy" in OECD Countries?

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The Regional Australia Summit: An Inclusive Approach to Policy Development.

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Virtual Rural Community Development: Human Links That Sustain Web Links.

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### Rural Education

Annenberg Rural Challenge: School Reform from a Slightly Different Point of View. Keynote Address.

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Attracting and Retaining Teachers in Rural Areas.

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Creating an Academic and Rural Community Network To Improve Diabetes Care.

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Educational Renewal in Rural Alaska.

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Rural Communities & Identities in the Global Millennium (Nanaimo, British Columbia, Canada, May 1-5, 2000).

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### Rural Schools

Better Rural Schools Building Better Rural Communities. Keynote Address.

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Following the Canada Goose: Teacher Supply and Demand Issues for Rural School Districts.

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Instructional Choice in Rural Classrooms.

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Meeting the Needs of Parents of Children with Disabilities in Rural Schools.

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The Real Cost of Rural Schooling in South Australia from a System's Perspective.

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Rural Parents' and Students' Satisfaction with Public Schools in Queensland.

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Rural Women Teachers in the United States. Keynote Address.

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### Rural Studies

Rural Professionals: A Tertiary Preparation Model.

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### Rural to Urban Migration

Following the Canada Goose: Teacher Supply and Demand Issues for Rural School Districts.

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Rural Youth: The Policy Agenda.

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### Rural Urban Differences

The Real Cost of Rural Schooling in South Australia from a System's Perspective.

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The Real Cost of Rural Secondary Schooling in South Australia (from a School's Perspective). Keynote Address.

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### Rural Women

Canadian Rural Girls and Women: Preparing for the Millennium.

ED 455 072

Rural Women Teachers in the United States. Keynote Address.

ED 455 045

### Rural Youth

Rural Youth: The Policy Agenda.

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### Rurality

The Issues Shared by Professionals Living and Working in Rural Communities in British Columbia.

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**Russia**

- Quality Assurance in Higher Education in the Russian Federation. Papers on Higher Education.  
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**Safe and Drug Free Schools and Communities Act**

- Options for Restructuring the Safe and Drug-Free Schools and Communities Act.  
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**Safety**

- Water-Borne Illnesses. Water in Africa.  
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**Saint Louis Community College MO**

- Performance in General Psychology and Reading Level, Fall 2000, Forest Park Campus.  
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**Saint Thomas University NB**

- Talking about Curriculum, Thinking about Teaching.  
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**Salaries**

- Ability, Educational Ranks, and Labor Market Trends: The Effects of Shifts in the Skill Composition of Educational Groups. JCPR Working Paper 146.  
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- Edgcombe Community College Compensation Plan.  
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**Salary Wage Differentials**

- National Workshop on Equity Research. Report and Papers from a National Workshop (Sydney, New South Wales, Australia, May 21-22, 1999). Working Paper.  
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**Sample Size**

- Estimating Minimum Sample Sizes in Random Groups Equating.  
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**Sampling**

- Sample Characteristics and Measurement Reliability: An Empirical Exploration.  
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**Sand Play**

- Sand and Water Play: Simple, Creative Activities for Young Children.  
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**Santa Barbara City College CA**

- Student College Experiences Survey, Spring 2001.  
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**Satellites (Aerospace)**

- How High Is It? An Educator's Guide with Activities Focused on Scale Models of Distances.  
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**Satisfaction**

- Rural Parents' and Students' Satisfaction with Public Schools in Queensland.  
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**Scaffolding (Teaching Technique)**

- Developing Factual Writing: An Approach through Scaffolding.  
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**Scholarly Communication**

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- Writing through Modeling: Using Various Scholarship Enhancement Programs and Activities To Build Writing Interest and Skill.  
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**Scholarship**

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**Scholarships**

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ED 455 172

- Student Financial Aid Handbook, 2000-2001. Volume 9: State Grant Programs.  
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**Scholastic Assessment Tests**

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**School Accounting**

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**School Administration**

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**School Age Day Care**

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**School Attitudes**

- Rural Parents' and Students' Satisfaction with Public Schools in Queensland.  
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**School Business Relationship**

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**School Choice**

- School Choice as Education Reform: What Do We Know? ERIC Digest Number 165.  
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**School Community Relationship**

- Annenberg Rural Challenge: School Reform from a Slightly Different Point of View. Keynote Address.  
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- Aspirations, Barriers, and Community Strengths: A Qualitative Survey of Urban Chicano Youth and Families. Occasional Paper No. 38. Latino Studies Series.  
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- Developing Community-Empowered Schools.  
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ED 454 581

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ED 455 229

- Every Other Day. Keynote Address.  
ED 455 064

- Full Service School-Community Collaboration Conference. Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.  
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**School Construction**

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**School Counseling**

- Edgcombe Community College Faculty Advisor's Handbook.  
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- Journal of School Social Work, 2000-2001.  
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- School Counselor Shortages: A Statewide Collaborative Effort in Counselor Education.  
ED 454 484

**School Counselors**

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**School Culture**

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ED 455 191//

**School Desegregation**

The Other Boston Busing Story: What's Won and Lost across the Boundary Line.  
ED 455 322//

**School District Reorganization**

A Case Study of District Decentralization and Site-Based Budgeting: Cordell Place School District.  
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Failing Grade: Crisis and Reform in the Oakland Unified School District. Briefing.  
ED 454 620

Justification Review: Kindergarten through Twelfth Grade Public Education Program.  
ED 454 619

**School District Spending**

A Case Study of District Decentralization and Site-Based Budgeting: Cordell Place School District.  
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Failing Grade: Crisis and Reform in the Oakland Unified School District. Briefing.  
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Justification Review: Kindergarten through Twelfth Grade Public Education Program.  
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**School Districts**

Balancing Local Assessment with Statewide Testing: Building a Program That Meets Student Needs. Knowledge Brief.  
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Information Works! Measuring Rhode Island Schools for Change 2000. Statewide Analysis, 2000. Productive, Caring and Mutually Intriguing Teacher/Student Relationships: What's It Going To Take?  
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Moving Forward with Assessment. Update #1. STARS: School-Based Teacher-Led Assessment and Reporting System.  
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Planning for Writing Assessment, Assessment Reporting, Model Assessments. Update # 4. STARS: School-Based Teacher-Led Assessment and Reporting System.  
ED 455 260

A STARS Summary. Update #2. STARS: School-Based Teacher-Led Assessment and Reporting System.  
ED 455 258

STARS: School-Based Teacher-Led Assessment and Reporting System. A Planning Guide for Nebraska Schools.  
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Statewide Writing Assessment Follow-Up: Federal Reporting Requirements; Preparing the School District Assessment Portfolio. Update # 5. STARS: School-Based Teacher-Led Assessment and Reporting System.  
ED 455 261

Writing Assessment. Update #3. STARS: School-Based Teacher-Led Assessment and Reporting System (STARS).  
ED 455 259

**School Effectiveness**

A.C.T. Student Opinion Survey, Spring 2000: Rogue Community College, Redwood and Riverside Campuses. Management Report.  
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A Case Study of District Decentralization and Site-Based Budgeting: Cordell Place School District.  
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Justification Review: Kindergarten through Twelfth Grade Public Education Program.  
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**School Expansion**

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**School Holding Power**

African American Faculty as Part of the Problem or Part of the Solution in the Retention of African American Students on "White" College Campuses.  
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Attending to Attendance. Fastback 450.  
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Closing the Achievement Gap: Colleges Making a Difference. Report of Research Project Undertaken by the Learning and Skills Development Agency.  
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**School Libraries**

Checklist of Library Building Design Considerations. Fourth Edition.  
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**School Policy**

Attending to Attendance. Fastback 450.  
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Educate, Medicate, or Litigate? What Teachers, Parents, and Administrators Must Do about Student Behavior.  
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Uniforms and Dress-Code Policies. ERIC Digest Number 148.  
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**School Psychologists**

New School Psychologist Support: How To Avoid Crashing and Burning Your First Year.  
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School Psychologists, Stress, and Burnout.  
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**School Psychology**

School Psychology's Place in the History of Specialty Recognition.  
ED 454 473

**School Readiness**

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port for 2000 DSTP Writing Assessment. ED 455 270

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- State Assessment Report: 1999-2000 Results. ED 455 314
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- Writing Assessment Handbook, 2000-2001. The Pennsylvania System of School Assessment. ED 455 306
- State Regulation**
- Charter School Laws: Ranking Scorecard. ED 454 583
- Rhode Island Board of Regents for Elementary and Secondary Education. Regulations Governing the Education of Children with Disabilities. ED 454 646
- State School District Relationship**
- Building a New Role: States and School Facilities. ED 454 692
- State Standards**
- Arkansas Social Studies Standards and Expectations. Revised. ED 455 159
- Civic Education in the States: Standards and Assessments in Civics across the Nation. ED 455 158
- Illinois Occupational Skill Standards: House-keeping Management Cluster. ED 454 375
- Illinois Occupational Skill Standards: Insurance Cluster. ED 454 376
- Illinois Occupational Skill Standards: Swine Production Cluster. ED 454 377
- Learning Disabilities. Final Report. ED 454 665
- Moving Forward with Assessment. Update #1. STARS: School-Based Teacher-Led Assessment and Reporting System. ED 455 257
- Planning for Writing Assessment. Assessment Reporting, Model Assessments. Update # 4. STARS: School-Based Teacher-Led Assessment and Reporting System. ED 455 260
- South Dakota Social Studies Content Standards. ED 455 160
- A STARS Summary. Update #2. STARS: School-Based Teacher-Led Assessment and Reporting System. ED 455 258
- Statewide Writing Assessment Follow-Up: Federal Reporting Requirements; Preparing the School District Assessment Portfolio. Update # 5. STARS: School-Based Teacher-Led Assessment and Reporting System. ED 455 261
- Writing Assessment. Update #3. STARS: School-Based Teacher-Led Assessment and Reporting System (STARS). ED 455 259
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- Students' Views on the Purposes of Reading from Three Perspectives - Students, Teachers and Parents. ED 454 493
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### Student Behavior

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### Student Centered Curriculum

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### Student Certification

Issues in Training. Symposium 39. [AHRD Conference, 2001]. ED 454 385

### Student Characteristics

Enseigner aux élèves ayant des troubles émotionnels et (ou) des psychopathologies. Elaboré pour les élèves ayant des besoins spéciaux (Teaching Students with Emotional Disorders and/or Mental Illnesses. Elaborated for Eligible Special Needs Students). ED 454 650

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### Student Educational Objectives

Johnson County Community College Fall 2000 New Student Survey. ED 454 914

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### Student Empowerment

Instructional Choice in Rural Classrooms. ED 455 200

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### Student Evaluation

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A STARS Summary. Update #2. STARS: School-Based Teacher-Led Assessment and Reporting System. ED 455 258

STARS: School-Based Teacher-Led Assessment and Reporting System. A Planning Guide for Nebraska Schools. ED 455 256

Statewide Writing Assessment Follow-Up: Federal Reporting Requirements; Preparing the School District Assessment Portfolio. Update # 5. STARS: School-Based Teacher-Led Assessment and Reporting System. ED 455 261

Teachers' Assessment Competencies. ED 455 280

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Writing Assessment. Update #3. STARS: School-Based Teacher-Led Assessment and Reporting System (STARS). ED 455 259

### Student Evaluation of Teacher Performance

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### Student Experience

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**Student Recruitment**

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Aspirations, Barriers, and Community Strengths: A Qualitative Survey of Urban Chicano Youth and Families. Occasional Paper No. 38. Latino Studies Series.

ED 455 084

The Rise of Marijuana as the Drug of Choice among Youthful Adult Arrestees. Research in Brief.

ED 454 472

**Usability**

Partnerships To Mine Unexploited Sources of Metadata.

ED 454 875

**User Needs (Information)**

Use of Human Intermediation in Information Problem Solving: A User's Perspective.

ED 454 808

**Utah**

Highlights of the Utah System of Higher Education Master Plan, 2000: A Commitment to the People of Utah.

ED 454 887

**Utah Valley State College**

North Valley/South Valley Survey—Perceptions of Utah Valley State College and the Need for a Branch Campus.

ED 454 898

**Validity**

The Design and Evaluation of Educational Assessment and Accountability Systems. CSE Technical Report.

ED 455 286

Multi-Dimensional Assessment of Classroom Instructional Practice: A Validity Study of the Classroom Instructional Practice Scale (CIPS).

ED 455 302

Validity Considerations in the Assessment of LEP Students Using Standardized Achievement Tests.

ED 455 293

Validity of Accommodation for English Language Learners.

ED 455 291

Validity of Standardized Achievement Tests for English Language Learners.

ED 455 292

**Values**

The Conscience of the Campus: Case Studies in Moral Reasoning among Today's College Students.

ED 454 806//

Methodology Challenges and Constraints in the Values and Mathematics Project.

ED 455 097

With Which Values Are Elementary Schools Administered in Turkey?

ED 454 600

**Values Education**

Educating Hearts and Minds: A Comprehensive Character Education Framework. Second Edition.

ED 455 162

**Vendors**

Exploring Partnerships: What Can Producers and Vendors Provide?

ED 454 874

**Vermont**

Vermont Task Force on Special Education Paperwork Reduction: A Report to the Commissioner of Education, David S. Wolk.

ED 454 643

**Violence**

The Anatomy of School Violence.

ED 454 459

Creating New Choices: A Violence Prevention Project for Schools in Australia. Innodata Monographs 9. Educational Innovations in Action.

ED 454 471

Preventing School Injuries: A Comprehensive Guide for School Administrators, Teachers, and Staff.

ED 454 618//

School Violence: An Overview. Also: Creating Safe Schools; Conflict Resolution Education.

ED 454 486

Should We Have Faith in the Churches? Ten-Point Coalition's Effect on Boston's Youth Violence. JCPR Working Paper.

ED 455 376

Understanding Child Development as a Violence Prevention Tool.

ED 455 035

Violence Prevention for Families of Young Children.

ED 455 034

Workplace Violence in Early Childhood Settings: A Counter Narrative.

ED 454 996

**Virtual Classrooms**

ICCE/ICCAI 2000 Full & Short Papers (Virtual Lab/Classroom/School).

ED 454 840

**Virtual Reality**

ICCE/ICCAI 2000 Full & Short Papers (Virtual Reality in Education).

ED 454 841

**Visual Arts**

A Comparison of National Standards for Visual Arts between the U.S. and Taiwan.

ED 455 151

Modes of Thought in Secondary School Art.

ED 455 142

The Postmodernist Descending the Staircase.

ED 455 155

System-Wide Assessment in the Arts: A Developing Model.

ED 455 149

**Vocabulary Development**

Corps de la Paix Madagascar Livre du Stagiare. Langue: Malagasy Offisialy (Peace Corps Madagascar Volunteer Manual. Language: Official Malagasy).

ED 454 700

**Vocal Music**

Learning the Blues. [Lesson Plan].

ED 454 541

**Vocational Education**

American Vocational Education Research Association (AVERA) Proceedings (New Orleans, Louisiana, December 10-13, 1998).

ED 454 373

Applying SEIFA Disadvantage Indexes to VET Participation. Working Paper.

ED 454 442

College Education in Korea, 2000-2001: 2-3 Year College Handbook.

ED 454 886//

Constructing a Picture of the Organisational Training and Development Professional. Working Paper.

ED 454 448

Developing Responsiveness in Vocational Education and Training.

ED 454 413



Dinosaurs in a Brave New World? Apprenticeships and Training in the Age of Lifelong Learning. Working Paper.

ED 454 434

Early School Leavers in the Community. Working Paper.

ED 454 433

The Economics of Vocational Education and Training in Australia: CEET's Stocktake.

ED 454 388

Equity and Local Participation in VET: Some Preliminary Findings in Sydney Postcodes. Working Paper.

ED 454 427

Explorations of Retention and Withdrawal in VET Programs, 1995-1997. Working Paper.

ED 454 429

Factors Influencing Active Learning in Small Enterprises. Working Paper.

ED 454 437

Getting Employers Involved: Improving Work-Based Learning through Employer Links. Report and Good Practice Guidelines.

ED 454 414

Implications for Vocational Education and Training of Changing Work Arrangements. Working Paper.

ED 454 436

Informal Vocational Learning Experiences of Young People: Some Research Findings. Working Paper.

ED 454 435

Literacy and Numeracy in Vocational Education and Training. Review of Research.

ED 454 392

Making Pathways: Young People and Their Informal Vocational Learning. Discussion Paper. Working Paper.

ED 454 432

National Workshop on Equity Research. Report and Papers from a National Workshop (Sydney, New South Wales, Australia, May 21-22, 1999). Working Paper.

ED 454 426

The New VET Professional: Culture, Roles & Competence. Working Paper.

ED 454 451

Outcomes from Enabling Courses.

ED 454 390

Promoting Equal Access of Girls/Women to Technical and Vocational Education.

ED 454 367

The RAVL Symposium: New Questions about Work and Learning. Working Paper.

ED 454 430

Training for Productivity.

ED 454 391

Urban Disadvantage and VET Participation and Achievement. Working Paper.

ED 454 443

V-TECS Career Cluster Frameworks.

ED 454 384

Work Based Learning and Vocational Education and Training Practitioners. Working Paper.

ED 454 449

Work Placements in Vocational Education and Training Courses: Evidence from the Cross-Sectoral Literature. Review of Research.

ED 454 393

Working Knowledge and Work-Based Learning: Research Implications. Working Paper.

ED 454 438

Young People and Work: Is VET the Answer? Summary Report on the National Issues Forum (1st, Sydney, New South Wales, Australia, December 1997). Working Paper.

ED 454 425

## Vocational Education Teachers

American Vocational Education Research Association (AVERA) Proceedings (New Orleans, Louisiana, December 10-13, 1998).

ED 454 373

Field Dependence-Field Independence and Vocational Teachers. Working Paper.

ED 454 445

Issues of Teacher Identity in a Restructuring VET [Vocational Education and Training] System. Working Paper.

ED 454 450

Online Learning and the New VET Practitioner. Working Paper.

ED 454 439

Online Learning and the New VET Practitioner: Implications for the Organisation of Their Work. Working Paper.

ED 454 440

Online Learning and the New VET Practitioner: Project Data and Methodology. Working Paper.

ED 454 441

## Vocational Followup

Employer Survey Results for the PVCC Graduating Class of 1995-96.

ED 454 899

Employer Survey Results for the PVCC Graduating Class of 1996-97. Research Report.

ED 454 900

## Voice (Rhetoric)

Steering the Craft: Exercises and Discussions on Story Writing for the Lone Navigator or the Mutinous Crew.

ED 454 549//

## Volunteers

Recruiting Mentors: A Guide to Finding Volunteers To Work with Youth. Technical Assistance Packet #3.

ED 454 460

## Vygotsky (Lev S)

Tools of the Mind: A Case Study of Implementing the Vygotskian Approach in American Early Childhood and Primary Classrooms. Innodata Monographs 7.

ED 455 014

## Wages

Ability, Educational Ranks, and Labor Market Trends: The Effects of Shifts in the Skill Composition of Educational Groups. JCPR Working Paper 146.

ED 455 333

Trends in Direct Measures of Job Skill Requirements. Working Paper No. 301.

ED 454 381

Young People and Work: Is VET the Answer? Summary Report on the National Issues Forum (1st, Sydney, New South Wales, Australia, December 1997). Working Paper.

ED 454 425

## Wake County Public School System NC

Gaps in Academic Achievement: WCPSS Status, 2000-01.

ED 455 308

## Wales

The "Conveyor Belt Effect": A Re-Assessment of the Impact of National Targets for Lifelong Learning.

ED 454 420

Raising Standards in Mathematics through Effective Classroom Practice.

ED 455 096

## Washington

County Profiles of Child and Family Well-Being: 2000 Statewide Summaries.

ED 454 965

## Water

Water-Borne Illnesses. Water in Africa.

ED 455 183

Water Pressure. Water in Africa.

ED 455 182

Water: A Source of Life and Culture. Water in Africa.

ED 455 181

## Water Play

Sand and Water Play: Simple, Creative Activities for Young Children.

ED 455 011

## Water Quality

Water-Borne Illnesses. Water in Africa.

ED 455 183

## Web Based Instruction

ICCE/ICCAI 2000 Full & Short Papers (Computer-Assisted Language Learning).

ED 454 819

ICCE/ICCAI 2000 Full & Short Papers (Humanities and Learning Technology).

ED 454 824

ICCE/ICCAI 2000 Full & Short Papers (Intelligent Tutoring Systems).

ED 454 826

ICCE/ICCAI 2000 Full & Short Papers (Multimedia and Hypermedia in Education).

ED 454 831

ICCE/ICCAI 2000 Full & Short Papers (System Design and Development).

ED 454 837

ICCE/ICCAI 2000 Full & Short Papers (Teaching and Learning Processes).

ED 454 838

ICCE/ICCAI 2000 Full & Short Papers (Web-Based Learning).

ED 454 842

NAWeb 2000: Web-Based Learning - On Track! International Conference on Web-Based Learning. (6th, New Brunswick, Canada, October 14-17, 2000).

ED 454 847

NAWeb 99: What Works and Why. International Conference on Web-Based Learning (5th, New Brunswick, Canada, October 2-5, 1999).

ED 454 846

Role Plays, Panel Discussions, and Case Studies: Project-Based Learning in a Web-Based Course.

ED 454 809

## Web Sites

An Initial Survey and Description of How Selected United States Government Libraries, Information Centers, and Information Services Provide Public Access to Information via the Internet.

ED 454 870

Strategies To Support Self-Directed Learning in a Web-Based Course.

ED 455 194

## Welfare Recipients

Child-Care Aid and Quality for California Families: Focusing on San Francisco and Santa Clara Counties. PACE Working Paper Series.

ED 455 030

Families Struggling To Make It in the Workforce: A Post Welfare Report.

ED 454 959

"Honey, I'm Home": Changes in Living Arrangements in the Late 1990s. New Federalism National Survey of America's Families, Series B, No. B-38. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

ED 455 319

States of Change: Policies and Programs To Promote Low-Wage Workers' Steady Employment and Advancement. Field Report Series.

ED 454 387

Welfare, Housing, and Employment: Learning from the Jobs-Plus Demonstration. MDRC Policy Brief.

ED 454 386

## Welfare Reform

"Honey, I'm Home": Changes in Living Arrangements in the Late 1990s. New Federalism National Survey of America's Families, Series B, No. B-38. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.

ED 455 319

The Welfare Reform, Fathers, and Families Roundtable (Washington, D.C., December 8, 1998). Fathers and Families Second-Tier Roundtable Series.

ED 454 980

## Welfare Services

The Father Poverty and Social Vulnerability Roundtable (Philadelphia, Pennsylvania, December 16-17, 1999). Fathers and Families Second-Tier Roundtable Series.

ED 454 983

- Welfare, Housing, and Employment: Learning from the Jobs-Plus Demonstration. MDRC Policy Brief.  
ED 454 386
- The Welfare Reform, Fathers, and Families Roundtable (Washington, D.C., December 8, 1998). Fathers and Families Second-Tier Roundtable Series.  
ED 454 980
- Welfare to Work Programs**  
Welfare, Housing, and Employment: Learning from the Jobs-Plus Demonstration. MDRC Policy Brief.  
ED 454 386
- Well Being**  
America's Children: Key National Indicators of Well-Being, 2001.  
ED 455 036
- County Profiles of Child and Family Well-Being: 2000 Statewide Summaries.  
ED 454 965
- Fathers, Families, & Child Well-Being in Cameroon: A Review of the Literature.  
ED 454 984
- Florida's Children at a Glance: The 2000 Statewide and County Update.  
ED 454 950
- It's Not What Mothers Do but the "Reasons" That They Do It: Maternal Reasons for Employment Decisions and Mothers' Well-Being.  
ED 454 990
- KIDS COUNT Data Book, 2001: State Profiles of Child Well-Being.  
ED 454 945
- Learning's Destiny: A Better Way of Thinking and Feeling.  
ED 454 464
- Rhode Island Kids Count Factbook, 2001.  
ED 454 951
- West Virginia**  
State Assessment Report: 1999-2000 Results.  
ED 455 314
- Western Civilization**  
Western Civilization, Modernity, and World History: Some Perspectives from East Asia.  
ED 455 152
- White Colleges**  
African American Faculty as Part of the Problem or Part of the Solution in the Retention of African American Students on "White" College Campuses.  
ED 455 353
- Black Doctoral Graduates from a Predominantly White University.  
ED 455 354
- White Teachers**  
Mentoring African American Middle School Students: Applying Principles of Antiracism Education to the Problem of Closing the Black-White Achievement Gap.  
ED 455 352
- A White Teacher Talks about Race.  
ED 455 215//
- Whole Language Approach**  
Critiquing Whole Language and Classroom Inquiry. WLU Series.  
ED 454 520
- Integrating Computer Technology into a Balanced Literacy Approach: Beyond Interactive Books and Word Processors.  
ED 454 529
- "Word Identification" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #3. PEER Project Literacy Series.  
ED 454 631
- Wisconsin**  
Special Education Funding, Department of Public Instruction 99-7: An Evaluation.  
ED 454 652
- Withdrawal (Education)**  
Explorations of Retention and Withdrawal in VET Programs, 1995-1997. Working Paper.  
ED 454 429

- Women Administrators**  
"Can't You Lighten Up a Bit?" Black Women Administrators in the Academy.  
ED 455 350
- A Meta-Analysis of Research: Hispanic Women in Leadership.  
ED 454 606
- Women Faculty**  
A Meta-Analysis of Research: Hispanic Women in Leadership.  
ED 454 606
- Women in Science**  
Increasing Participation of Female Students in Physical Science Class.  
ED 455 121
- Women Infants Children Supplemental Food Program**  
WIC: A Door to Health Care for California's Children.  
ED 455 001
- Womens Education**  
Balancing the Equation: Where Are Women and Girls in Science, Engineering and Technology?  
ED 455 348
- Canadian Rural Girls and Women: Preparing for the Millennium.  
ED 455 072
- Promoting Equal Access of Girls/Women to Technical and Vocational Education.  
ED 454 367
- Womens Organizations**  
Canadian Rural Girls and Women: Preparing for the Millennium.  
ED 455 072
- Word Recognition**  
Improving Students' Reading Fluency through the Use of Phonics and Word Recognition Strategies.  
ED 454 506
- "Word Identification" from Teaching Students with Disabilities To Read. PEER Literacy Resource Brief #3. PEER Project Literacy Series.  
ED 454 631
- Work Attitudes**  
Informal Vocational Learning Experiences of Young People: Some Research Findings. Working Paper.  
ED 454 435
- The Issues Shared by Professionals Living and Working in Rural Communities in British Columbia.  
ED 455 071
- Work Based Learning**  
The RAVL Symposium: New Questions about Work and Learning. Working Paper.  
ED 454 430
- Work Based Learning and Vocational Education and Training Practitioners. Working Paper.  
ED 454 449
- Work Environment**  
"Can't You Lighten Up a Bit?" Black Women Administrators in the Academy.  
ED 455 350
- Dyslexia in the Workplace.  
ED 454 677//
- The Dyslexic Adult in a Non-Dyslexic World.  
ED 454 676//
- Implications for Vocational Education and Training of Changing Work Arrangements. Working Paper.  
ED 454 436
- Online Learning and the New VET Practitioner: Implications for the Organisation of Their Work. Working Paper.  
ED 454 440
- The Position of Human Resource Developers in the New Learning Landscape: A Discussion Paper. Working Paper.  
ED 454 431

- Work Experience Programs**  
Connecting Work and School: A Statewide Study of Employer Participation in Florida School-to-Work Initiatives.  
ED 454 379
- Getting Employers Involved: Improving Work-Based Learning through Employer Links. Report and Good Practice Guidelines.  
ED 454 414
- Iowa High School High Tech: Promoting Careers in Technology for Students with Disabilities. Final Report and Implementation Manual.  
ED 454 651
- Linkages between Vocational Education and Training Providers and Industry.  
ED 454 389
- Work Based Learning and Vocational Education and Training Practitioners. Working Paper.  
ED 454 449
- Work Placements in Vocational Education and Training Courses: Evidence from the Cross-Sectoral Literature. Review of Research.  
ED 454 393
- Work Study Programs**  
Student Financial Aid Handbook, 2001-2002. Volume 4: Campus-Based Common Provisions.  
ED 454 766
- Student Financial Aid Handbook, 2001-2002. Volume 6: Federal Work-Study.  
ED 454 768
- World Affairs**  
Globalization and Its Implications for Civic Education.  
ED 455 138
- World Bank**  
Developpement de la petite enfance: Investir dans l'avenir. Le Developpement en Marche (Early Child Development: Investing in the Future. Directions in Development)  
ED 454 944
- Early Child Development: Investing in the Future. Directions in Development. [Chinese Version].  
ED 455 038
- Trends in Private Sector Development in World Bank Education Projects. Policy Research Working Paper Series.  
ED 454 374
- World History**  
Western Civilization, Modernity, and World History: Some Perspectives from East Asia.  
ED 455 152
- What Was Columbus Thinking? [Lesson Plan].  
ED 454 536
- World Literature**  
Literature and Lives: A Response-Based, Cultural Studies Approach to Teaching English.  
ED 454 522
- World Views**  
Seizing Alternatives: Ways of Knowing, Rural Research and Practice in the Helping Arts. Key-note Address.  
ED 455 059
- World War II**  
Using Historical Statistics To Teach about World War II. ERIC Digest.  
ED 455 186
- World Wide Web**  
Analysis of ASSIST Navigability, Usability, and Content Using Student Focus Groups. Spring 2000. Final Report.  
ED 454 923
- Authority Control on the Web.  
ED 454 864
- AXIS (Adult Education Express Intercommunication Support) Final Report, 1999-2000.  
ED 454 396
- Bicentennial Conference on Bibliographic Control for the New Millennium: Confronting the Challenges of Networked Resources and the Web (Washington, DC, November 15-17, 2000).  
ED 454 853

A Comparison of Web Resource Access Experiments: Planning for the New Millennium. ED 454 871

Cutting Edge Technology: Inspiration or Irritation? ED 454 928

Exploiting LCSH, LCC, and DDC To Retrieve Networked Resources: Issues and Challenges. ED 454 862

ICCE/ICCAI 2000 Full & Short Papers (Web-Based Learning). ED 454 842

An Initial Survey and Description of How Selected United States Government Libraries, Information Centers, and Information Services Provide Public Access to Information via the Internet. ED 454 870

Is Precoordination Unnecessary in LCSH? Are Web Sites More Important To Catalog Than Books? A Reference Librarian's Thoughts on the Future of Bibliographic Control. ED 454 860

Metadata for Web Resources: How Metadata Works on the Web. ED 454 856

NAWeb 2000: Web-Based Learning - On Track! International Conference on Web-Based Learning. (6th, New Brunswick, Canada, October 14-17, 2000). ED 454 847

NAWeb 99: What Works and Why. International Conference on Web-Based Learning (5th, New Brunswick, Canada, October 2-5, 1999). ED 454 846

Role Plays, Panel Discussions, and Case Studies: Project-Based Learning in a Web-Based Course. ED 454 809

Strategies To Support Self-Directed Learning in a Web-Based Course. ED 455 194

Technology in Early Childhood: Planning and Learning about Community Environments (TECHPLACES). Final Report. ED 454 680

### Writing Across the Curriculum

Completing the Circle: Faculty as Writers. ED 454 548

WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs. ED 454 552

Writing through Modeling: Using Various Scholarship Enhancement Programs and Activities To Build Writing Interest and Skill. ED 454 517

### Writing Assignments

Collaborative Exploration in Public: Writing, Reading and Learning through Written Transactions. ED 454 512

"Does This Count as an Occasion?" Engaging Students in the Culture of the Campus. ED 454 513

### Writing Attitudes

Strengthening Student Writing Skills. ED 454 546

### Writing (Composition)

Community College Humanities Review, Fall 1998. ED 454 901

Syntactic Maturity: The Complex Sentence in Intermediate Spanish. ED 454 730

The Write Connection: Implication of Research on the Design of Writing Activities for Teaching Elementary Science. ED 455 119

### Writing Contexts

Affordances and Constraints of Electronic Discussions. ED 454 508

### Writing Difficulties

Narrative vs. Expository Texts. Water in Africa. ED 455 185

### Writing Improvement

Effect of Explicit Audience on Written Communication of Children with Learning Disabilities. ED 454 663

Essay Feedback: How Can It Help Students Improve Their Academic Writing? ED 454 530

Improving Elementary School Students' Writing Using Reading and Writing Integration Strategies. ED 454 502

Strengthening Student Writing Skills. ED 454 546

Writing at the Threshold: Featuring 56 Ways To Prepare High School and College Students To Think and Write at the College Level. ED 454 535

### Writing Instruction

Adult ESL Students in the Contact Zone: Exploring the Effects of Multiple Educational Attainment Levels on the Community College Writing Classroom. ED 454 706

Balanced Literacy Instruction: A Teacher's Resource Book. Second Edition. ED 454 490//

Creating a "Literacy Club" in a First Grade Classroom: One Teacher's Balanced Approach. ED 454 499

Cutting Edge Technology: Inspiration or Irritation? ED 454 928

Developing Factual Writing: An Approach through Scaffolding. ED 454 534

Discipline-Specific Literacy in a Second Language: How ESL Students Learn To Write Successfully in a B.S. Degree Nursing Program. ED 454 707

Effect of Explicit Audience on Written Communication of Children with Learning Disabilities. ED 454 663

How Young Children Learn To Read in High-Scope Programs: A Series of Position Papers. ED 455 033

Improving Elementary School Students' Writing Using Reading and Writing Integration Strategies. ED 454 502

Increasing Students' Reading Readiness Skills through the Use of a Balanced Literacy Program. ED 454 505

Statewide Staff Development Project: Adults with Learning Differences. Final Report, 1999-2000. ED 454 401

Steering the Craft: Exercises and Discussions on Story Writing for the Lone Navigator or the Mysterious Crew. ED 454 549//

Strengthening Student Writing Skills. ED 454 546

Teaching Every Child: A Guide for Literacy Teams Grades 1-3. Bill Harp Professional Teachers Library. ED 454 516//

The Value of WPA Work: Theory, Practice, Discourse—and the Person. ED 454 518

Writing at the Threshold: Featuring 56 Ways To Prepare High School and College Students To Think and Write at the College Level. ED 454 535

Writing in the Elementary Classroom: A Reconsideration. ED 454 544//

Writing Workshop and Beginning Teachers. ED 454 543

The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts). ED 454 523

### Writing Processes

Completing the Circle: Faculty as Writers. ED 454 548

Creating a "Literacy Club" in a First Grade Classroom: One Teacher's Balanced Approach. ED 454 499

Narrative vs. Expository Texts. Water in Africa. ED 455 185

Steering the Craft: Exercises and Discussions on Story Writing for the Lone Navigator or the Mysterious Crew. ED 454 549//

What Is "Inkshedding"? ED 454 515

The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts). ED 454 523

### Writing Skills

Developing Factual Writing: An Approach through Scaffolding. ED 454 534

Effect of Explicit Audience on Written Communication of Children with Learning Disabilities. ED 454 663

Strengthening Student Writing Skills. ED 454 546

Writing at the Threshold: Featuring 56 Ways To Prepare High School and College Students To Think and Write at the College Level. ED 454 535

Writing through Modeling: Using Various Scholarship Enhancement Programs and Activities To Build Writing Interest and Skill. ED 454 517

### Writing Strategies

On the Origin of Genres by Natural Selection: Inventing Genres Online. ED 454 510

What Is "Inkshedding"? ED 454 515

### Writing Tests

Delaware Student Testing Program: Report on Special Writing Study. ED 455 271

Delaware Student Testing Program: State Report for 2000 DSTP Writing Assessment. ED 455 270

TOEFL Scoring and Scorer Reliability in TOEFL CBT. ED 455 253

Planning for Writing Assessment, Assessment Reporting, Model Assessments. Update # 4. STARS: School-Based Teacher-Led Assessment and Reporting System. ED 455 260

Statewide Writing Assessment Follow-Up: Federal Reporting Requirements; Preparing the School District Assessment Portfolio. Update # 5. STARS: School-Based Teacher-Led Assessment and Reporting System. ED 455 261

Writing Assessment Handbook, 2000-2001. The Pennsylvania System of School Assessment. ED 455 306

Writing Assessment. Update #3. STARS: School-Based Teacher-Led Assessment and Reporting System (STARS). ED 455 259

### Writing Workshops

Balanced Literacy Instruction: A Teacher's Resource Book. Second Edition. ED 454 490//

Beginning Teachers Beginning Whole Language. ED 454 495

Writing Workshop and Beginning Teachers. ED 454 543

The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts). ED 454 523

### Written Language

Effect of Explicit Audience on Written Communication of Children with Learning Disabilities. ED 454 663

### Young Adults

College Graduation before Age 19, Especially at Johns Hopkins University, 1876-1997. ED 454 773

### Young Children

Background for Community-Level Work on School Readiness: A Review of Definitions, As-



sessments, and Investment Strategies. Final Report to the Knight Foundation.

ED 454 953

Beyond Baby Talk: From Sounds to Sentences—A Parent's Complete Guide to Language Development.

ED 454 998//

Do Carrots Make You See Better? A Guide to Food and Nutrition in Early Childhood Programs.

ED 454 988

A Guide for Parents: How Can I Help My Child Be Ready To Read and Ready To Learn?

ED 455 026

How Young Children Learn To Read in High-Scope Programs: A Series of Position Papers.

ED 455 033

Sand and Water Play: Simple, Creative Activities for Young Children.

ED 455 011

Violence Prevention for Families of Young Children.

ED 455 034

### Youth Employment

Building Inclusive School-to-Work Systems. State Profiles: Colorado, Maryland, New Jersey, New Mexico, New York, Oregon, Rhode Island, Vermont.

ED 454 424

The Effect of Minimum Wages on the Labor Force Participation Rates of Teenagers.

ED 454 419

Making Pathways: Young People and Their Informal Vocational Learning. Discussion Paper. Working Paper.

ED 454 432

### Youth Problems

Rural Youth: The Policy Agenda.

ED 455 060

### Youth Programs

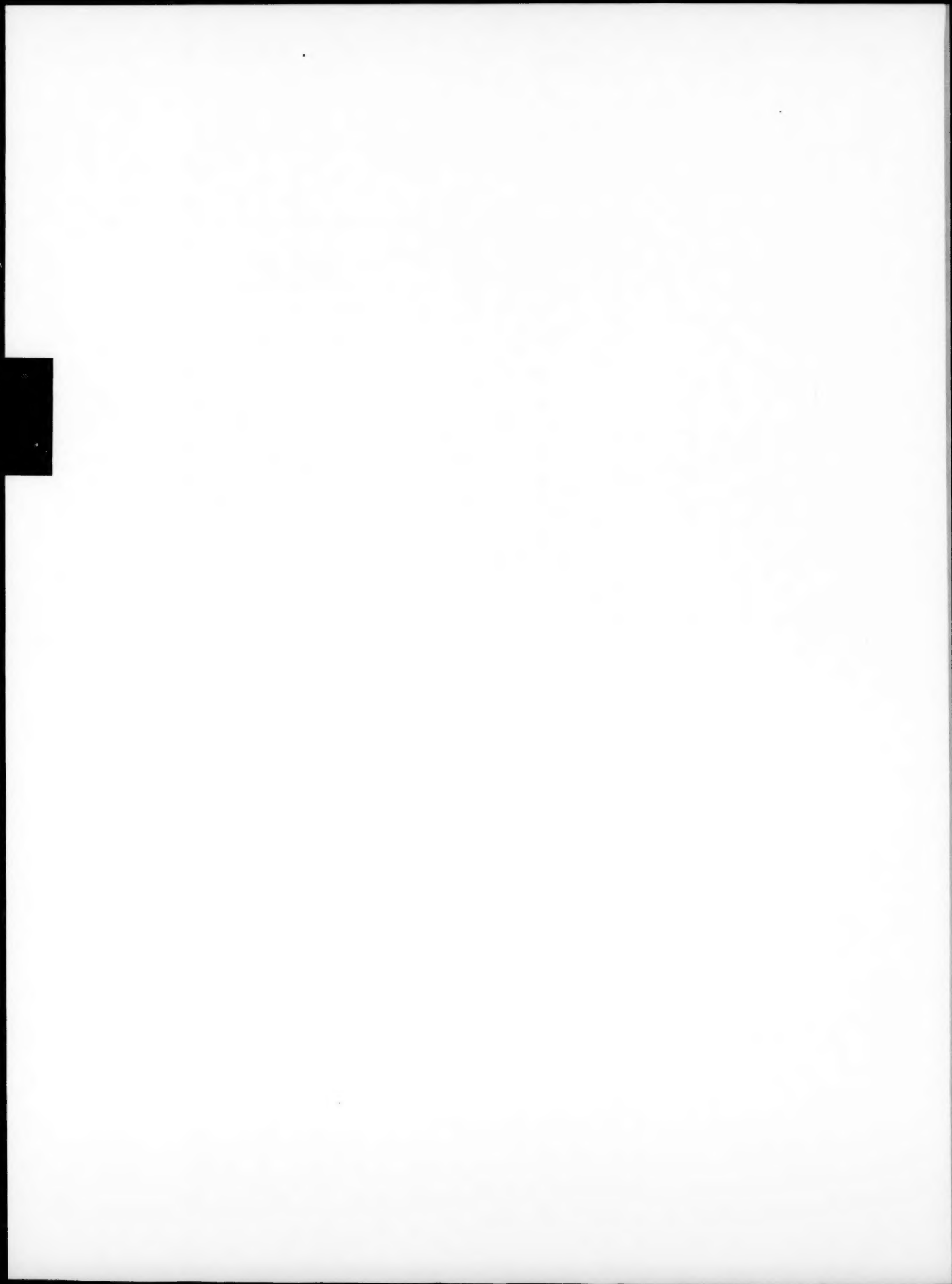
A Healthy Communities Initiative in Rural Alberta: Building Rural Capacity for Health.

ED 455 053

### Z39 50 Protocol

Resource Discovery Using Z39.50: Promise and Reality.

ED 454 863



## Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the examples below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

**Author** \_\_\_\_\_ **McKeachie, Wilbert J.**

**Title** \_\_\_\_\_ **Teaching Tips: A Guidebook for the Beginning College Teacher, Eighth Edition.** **ED 298 813** — **Accession Number**

- Abbott, John**  
The Unfinished Revolution: Learning, Human Behavior, Community, and Political Paradox. ED 454 616
- Abbott, Lesley**  
Shaping the Future: Working with the Under-Threes. Professional Development Pack. ED 454 949//
- Abbott, Lesley, Ed.**  
Experiencing Reggio Emilia: Implications for Pre-School Provision. ED 454 986//
- Abedi, Jamal**  
Validity Considerations in the Assessment of LEP Students Using Standardized Achievement Tests. ED 455 293  
Validity of Accommodation for English Language Learners. ED 455 291  
Validity of Standardized Achievement Tests for English Language Learners. ED 455 292
- Abend, Allen C.**  
Planning and Designing for Students with Disabilities. ED 454 699
- Achilles, C. M.**  
Small Classes Do Reduce the Test-Score Achievement Gap. ED 454 601
- Ackers, Janet**  
Shaping the Future: Working with the Under-Threes. Professional Development Pack. ED 454 949//
- Acs, Gregory**  
"Honey, I'm Home": Changes in Living Arrangements in the Late 1990s. New Federalism National Survey of America's Families, Series B, No. B-38. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies. ED 455 319
- Adler, Alison**  
A Case Study of the Implementation of Conflict Resolution in a Second Grade Classroom. ED 454 994
- Ainsworth, Don**  
Program Proposal: Certificates of Competence, Certificate of Achievement, Associate in Applied Science Degree in Sustainable Technology. ED 454 913
- Akanbi, Linda B.**  
Enhancing Professional Practice through WebCT: A Model for Preparing Reading Professionals. ED 455 242
- Alessi, Samuel P., Jr.**  
The Eight-Year Study Revisited: Lessons from the Past for the Present. ED 454 579
- Almeida, Ruth**  
Does SCHIP Spell Better Dental Care Access for Children? An Early Look at New Initiatives. Occasional Paper Number 50. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies. ED 455 346
- Almond, Russell G.**  
Leverage Points for Improving Educational Assessment. CSE Technical Report. ED 455 284  
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- Spencer, Brenda L.**  
The Seduction of the Subject/Citizen: Governmentality and School Governance Policy.  
ED 454 585
- Spock, Benjamin**  
Dr. Spock on Parenting: Sensible, Reassuring Advice for Contemporary Parents.  
ED 455 015//  
Dr. Spock's the First Two Years: The Emotional and Physical Needs of Children from Birth to Age Two.  
ED 455 016//  
Dr. Spock's the School Years: The Emotional and Social Development of Children.  
ED 455 017//
- Sragovicz, Lisa**  
Analysis of ASSIST Navigability, Usability, and Content Using Student Focus Groups, Spring 2000. Final Report.  
ED 454 923
- Staihr, Brian**  
The Success of the "E-Rate" in Rural America. The Main Street Economist: Commentary on the Rural Economy.  
ED 455 082
- Stanley, Julian C.**  
College Graduation before Age 19, Especially at Johns Hopkins University, 1876-1997.  
ED 454 773
- Stansfield, Charles W.**  
The Effects of Linguistic Simplification of Science Test Items on Performance of Limited English Proficient and Monolingual English-Speaking Students.  
ED 455 289
- Steffy, Betty E.**  
Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability.  
ED 454 587//
- Steinberg, Linda S.**  
Leverage Points for Improving Educational Assessment. CSE Technical Report.  
ED 455 284  
Making Sense of Data from Complex Assessments. CSE Technical Report.  
ED 455 285
- Stepanek, Jennifer, Ed.**  
In an Era of Reform: Standards and the Classroom.  
ED 455 111
- Stephenson, Randolph**  
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ED 455 004
- Sternberg, Robert J., Ed.**  
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ED 454 671//
- Sterry, Barbara**  
Strengthening Nova Southeastern University's Capacity in Externally Sponsored Funding: A Review of Best Practices.  
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- Strader, Arlen**  
Building a Case for Conducting Technology Surveys On-Line.  
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- Strauss, J. P., Comp.**  
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ED 455 283
- Strawn, Julie**  
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- Street, Margaret A.**  
The Effects of Early, Regular, and Late Registration on Community College Student Success: A Case Study.  
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- Strong, Richard W.**  
Teaching What Matters Most: Standards and Strategies for Raising Student Achievement.  
ED 455 219
- Stuhr, Patricia L.**  
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ED 455 144
- Subotnik, Rena F., Ed.**  
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ED 454 671//
- Sultana, Qaisar**  
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ED 454 645
- Sumsion, Jennifer**  
A Phenomenological Case Study of Staff Attrition in Early Childhood Education.  
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ED 454 996
- Suzuki, Sawako**  
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Preschool and Child-Care Quality in California Neighborhoods: Policy Success, Remaining Gaps. PACE Working Paper Series.  
ED 455 031
- Swain, Merrill**  
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ED 454 722//
- Sweet, Richard**  
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ED 454 425
- Swickert, Mary Lee**  
School Counselor Shortages: A Statewide Collaborative Effort in Counselor Education.  
ED 454 484
- Symes, Colin**  
The RAVL Symposium: New Questions about Work and Learning. Working Paper.  
ED 454 430
- Taggart, Donna**  
Analysis of ASSIST Navigability, Usability, and Content Using Student Focus Groups, Spring 2000. Final Report.  
ED 454 923
- Takona, J. ole**  
Perspective on Grade Assignment at East Africa's State Universities.  
ED 455 312
- Talan, Teri**  
Who's Caring for the Kids? The Status of the Early Childhood Workforce in Illinois.  
ED 454 958
- Tanner, Howard**  
Raising Standards in Mathematics through Effective Classroom Practice.  
ED 455 096  
Using ICT To Support Interactive Teaching and Learning on a Secondary Mathematics PGCE Course.  
ED 455 095
- Tatur, Y.**  
Quality Assurance in Higher Education in the Russian Federation. Papers on Higher Education.  
ED 454 800
- Taylor, Judy**  
New Evidence Links Curricula and Instruction to Mathematics Achievement. Policy Issues, Issue 7.  
ED 455 110
- Taylor, Sue**  
Getting Employers Involved: Improving Work-Based Learning through Employer Links. Report and Good Practice Guidelines.  
ED 454 414
- Taylor, Tony**  
From the Bush to the City: Reversing an Australian Trend in Teacher Professional Development.  
ED 455 074
- Tchen, Richard**  
Assessment of Professional Needs of Faculty in American College and University Environmental Programs.  
ED 455 092
- Tenenbaum, Inez M.**  
A Longitudinal Research Report on the Early Childhood Development Program: The Half-Day Child Development Program for Four-Year-Olds, 1997-98.  
ED 454 960
- Tennant, Mark**  
The RAVL Symposium: New Questions about Work and Learning. Working Paper.  
ED 454 430
- Thaiss, Christopher, Ed.**  
WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs.  
ED 454 552
- Theodorou, Elena S.**  
Can Self-Regulated Learning Predict Transfer of Problem-Solving and Text Structure?  
ED 455 249
- Thom, Mary**  
Balancing the Equation: Where Are Women and Girls in Science, Engineering and Technology?  
ED 455 348
- Thomas, Kerry**  
Creativity as Collective Misrecognition in the Relationships between Art Students and Their Teachers.  
ED 455 140
- Thomas, R. Murray**  
Applying Risk Theory to Educational Development.  
ED 454 608
- Thomas, Sarah E.**  
The Catalog as Portal to the Internet.  
ED 454 857
- Thompson, Bruce**  
Characterizing Measurement Error in Test Scores across Studies: A Tutorial on Conducting "Reliability Generalization" Analyses.  
ED 455 294
- Thompson, Clarissa**  
District Policy and Beginning Teachers: Where the Twain Shall Meet. CELA Research Report.  
ED 454 528

**Thompson, David P.**

The "Role" of Burnout among Special Educators: The Relationship between Burnout and Role Tensions.

ED 454 655

**Thompson, Debbie**

Piloting the AIM Project: Measuring Progress for Program Evaluation and Accountability.

ED 454 399

**Thompson, Sandra J.**

Addressing Standards and Assessments on State IEP Forms. Synthesis Report.

ED 454 682

**Thompson, Susan Conklin**

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**Thompson, Sylvia**

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**Thorson, Annette, Ed.**

Becoming Literate in Mathematics and Science: The Knowledge and Skills To Handle the Ever-Changing World with Confidence.

ED 455 115

**Thurlow, Martha**

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ED 454 681

**Thurlow, Martha L.**

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ED 454 682

**Tibbetts, John**

Adult Educators' Guide to Designing Instructor Mentoring.

ED 454 410

Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs.

ED 454 382

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ED 454 383

**Tichenor, Stuart**

Cutting Edge Technology: Inspiration or Irritation?

ED 454 928

**Tiller, Tom**

Every Other Day. Keynote Address.

ED 455 064

**Tillett, Barbara B.**

Authority Control on the Web.

ED 454 864

**Timpane, P. Michael**

Options for Restructuring the Safe and Drug-Free Schools and Communities Act.

ED 454 580

**Tingling-Clemmons, Michele**

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**Toepfer, Conrad F., Jr.**

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**Tomlin, James A.**

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**Tracy, Mary E.**

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**Tran, Hoai**

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**Trautmann, Nancy**

Sociology, Writing, and Reading and the Community College Learning Community: The Skills/Content Tango Principles of Sociology and Freshman English and Critical Reading and Principles of Sociology.

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**Trautvetter, Sara**

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**Treadaway, Mike**

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**Trent, William, Ed.**

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**Trepanier, Leila J.**

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**Troncoso, Carlos**

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**Tsai, Tsung-Hsun**

Estimating Minimum Sample Sizes in Random Groups Equating.

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**Tshiangale, Mupemba Wa**

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**Tucker, Michelle**

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**Tyler, Debra**

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**Tyson-Bernstein, Harriet**

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**Underwood, Louise**

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**Urrabazo, Theresa**

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**Valencia, Sheila**

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**Valenzuela, Yvonne**

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**van Kuyk, Jef J.**

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**Vanderpoel, Gail**

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**VanWagoner, Randall J.**

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**Vare, Jonatha W.**

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ED 455 197

**Varpalotai, Aniko**

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**Vars, Gordon F.**

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**Vera, Elizabeth M.**

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**Verhellen, Eugene**

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**Vickerman, Kathrine D.**

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**Vinson, Kevin D.**

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**Vohs, Janet R., Ed.**

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- Wade, Patricia C.**  
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- Wahlstrom, Kyla**  
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- Waidelich, William D., Comp.**  
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- Wallace, Kendra R.**  
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- Walls, Janet**  
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- Walsh, Anne**  
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ED 454 439  
Online Learning and the New VET Practitioner: Implications for the Organisation of Their Work. Working Paper.  
ED 454 440  
Online Learning and the New VET Practitioner: Project Data and Methodology. Working Paper.  
ED 454 441
- Wang, Jianjun**  
An Examination of Digital Dividing Factors on Teachers' Access to Internet Resources in Rural Schools.  
ED 455 041
- Ward-Loneragan, Jeannene**  
Effect of Explicit Audience on Written Communication of Children with Learning Disabilities.  
ED 454 663
- Warner, Amy**  
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ED 454 882//
- Washington, Joyce, A.**  
Report of the Detroit Public Schools Kindergarten Teacher Survey, 1999-2000.  
ED 455 012
- Webb, Noreen M.**  
Short Circuits or Superconductors? Examining Factors That Encourage or Undermine Group Learning and Collaboration among High-Ability Students. CSE Technical Report.  
ED 455 288
- Weeks, Denise Jarrett, Ed.**  
In an Era of Reform: Standards and the Classroom.  
ED 455 111
- Weglarz, Shirley G.**  
Johnson County Community College Adjunct Faculty Survey.  
ED 454 904  
Johnson County Community College Fall 2000 New Student Survey.  
ED 454 914  
Johnson County Community College Service-Learning Student Survey, Spring 2000.  
ED 454 902
- Weidler, Danielle**  
Adult Educators' Guide to Designing Instructor Mentoring.  
ED 454 410
- Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs.  
ED 454 382
- Management Competencies and Sample Indicators for the Improvement of Adult Education Programs.  
ED 454 383
- Weifang, Min**  
Improving the Effectiveness of Higher Education Institutions through Inter-University Cooperation: The Case of Peking University. Improving the Managerial Effectiveness of Higher Education Institutions.  
ED 454 793
- Weinberger, JoAnn**  
Planning for Change. [Final Report and Training Package].  
ED 454 400
- Weinstein, Larry**  
Writing at the Threshold: Featuring 56 Ways To Prepare High School and College Students To Think and Write at the College Level.  
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- Weitzel, Susan L.**  
Florida's Children at a Glance: The 2000 State-wide and County Update.  
ED 454 950
- Werner, Mari**  
Short Circuits or Superconductors? Examining Factors That Encourage or Undermine Group Learning and Collaboration among High-Ability Students. CSE Technical Report.  
ED 455 288
- Wessels, Walter J.**  
The Effect of Minimum Wages on the Labor Force Participation Rates of Teenagers.  
ED 454 419
- West, Sherrie**  
Sand and Water Play: Simple, Creative Activities for Young Children.  
ED 455 011
- Wettersten, Jill A.**  
Challenging Changes: Responses of Three Upper Secondary Schools to Sweden's Decentralization Process.  
ED 454 612
- Whetstone, Patti**  
Addressing Standards and Assessments on State IEP Forms. Synthesis Report.  
ED 454 682
- White, Maureen**  
Selecting and Promoting Young Adult and Children's Award-Winning Books. What This Means for Publishers, Authors, Teachers, Librarians and the Consumer.  
ED 454 497  
Using Outstanding Translated Children's Books in the School Setting To Promote an Understanding of Other Countries and Cultures.  
ED 454 551
- White, Paul**  
Teaching for Abstraction: Angle as a Case in Point.  
ED 455 126
- Whitfield, Patty**  
Meeting the Needs of Parents of Children with Disabilities in Rural Schools.  
ED 454 672
- Wilczenski, Felicia L.**  
Functional Independence Measures for Students with Disabilities: Review of Issues and Methods.  
ED 455 282
- Wild, Judith W.**  
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ED 454 877//
- Wild, Nancy**  
A.C.T. Student Opinion Survey, Spring 2000: Rogue Community College, Redwood and Riverside Campuses. Management Report.  
ED 454 916
- Williams, Diane L.**  
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ED 454 663
- Williams, Mary M.**  
Educating Hearts and Minds: A Comprehensive Character Education Framework. Second Edition.  
ED 455 162
- Wilson, Bob**  
Improving Students' Decoding Skills through the Use of Direct Instruction.  
ED 454 547
- Wilson, Bruce L.**  
"No Excuses": The Eighth Grade Year in Six Philadelphia Middle Schools.  
ED 455 326
- Wilson, Ned M., Ed.**  
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ED 454 901
- Winship, Christopher**  
Should We Have Faith in the Churches? Ten-Point Coalition's Effect on Boston's Youth Violence. JCPR Working Paper.  
ED 455 336
- Winters, Clyde A.**  
Brain Based Teaching: Fad or Promising Teaching Method.  
ED 455 218
- Wishmann, Amy**  
Funding Early Childhood Mental Health Services & Supports.  
ED 454 659
- Witham, Mark**  
The Real Cost of Rural Schooling in South Australia from a System's Perspective.  
ED 455 073  
The Real Cost of Rural Secondary Schooling in South Australia (from a School's Perspective). Keynote Address.  
ED 455 046
- Withers, Graeme**  
Educating for Resilience: Prevention and Intervention Strategies for Young People at Risk.  
ED 454 455
- Wojcik, Teresa**  
How Urban Fathers Represent the Transition to Fathering: A Discourse Analysis of Fathering Narratives.  
ED 454 985
- Wolfe, Patricia**  
Brain Matters: Translating Research into Classroom Practice.  
ED 454 999
- Wonacott, Michael E.**  
Postmodernism: Yes, No, or Maybe? Myths and Realities No. 15.  
ED 454 405
- Wong, Wendy Siuyi**  
The Myths of Chinese Images Revisited: Persuasive Strategies in Hong Kong Anti-Drug Public Service Announcements.  
ED 454 559
- Wood, Alexander T.**  
The Case Study Method: Critical Thinking Enhanced by Effective Teacher Questioning Skills.  
ED 455 221
- Woodruff, Darren**  
Instructor Competencies and Performance Indicators for the Improvement of Adult Education Programs.  
ED 454 382



**Wortham, Stanton**

How Urban Fathers Represent the Transition to Fathering: A Discourse Analysis of Fathering Narratives.

ED 454 985

**Wraga, William G.**

Who Wrote the Cardinal Principles Report? The Commission on the Reorganization of Secondary Education Revisited.

ED 454 603

**Wray, David**

Developing Factual Writing: An Approach through Scaffolding.

ED 454 534

What Can Teachers of Literacy Learn from a Study of Effective Teachers?

ED 454 500

**Wurtzel, Judy**

High Standards in Mathematics for Every Student: A Guide to the Effective Use of Resources.

ED 455 108

**Wyman, Andrea**

Rural Women Teachers in the United States. Keynote Address.

ED 455 045

**Yaman, Kimberly**

Gaps in Academic Achievement: WCPSS Status, 2000-01.

ED 455 308

**Yao, Wei**

A Longitudinal Research Report on the Early Childhood Development Program: The Half-Day Child Development Program for Four-Year-Olds, 1997-98.

ED 454 960

**Yin, Ping**

Sample Characteristics and Measurement Reliability: An Empirical Exploration.

ED 455 279

**Yinger, Lisa**

Stand Together or Apart: A Thematic Unit for "The Chocolate War" by Robert Cormier and "To Kill a Mockingbird" by Harper Lee.

ED 454 532

**Yokota, Junko, Ed.**

Kaleidoscope: A Multicultural Booklist for Grades K-8. Third Edition. NCTE Bibliography Series.

ED 454 524

**Yoon, Kwang Suk**

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ED 455 227

**York, Steven M.**

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ED 455 006

**Young, Mary Eming**

Developpement de la petite enfance: Investir dans l'avenir. Le Developpement en Marche (Early Child Development: Investing in the Future. Directions in Development).

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Early Child Development: Investing in the Future. Directions in Development. [Chinese Version].

ED 455 038

**Yuan, Xiujuan Susan**

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ED 455 301

**Zady, Madelon F.**

Cultural Differences in the Self Esteem and Adaptation of Spanish-Speaking Second Generation Adolescents.

ED 455 085

Determinants of Reading Achievement of Immigrant Adolescents: The Role of Demographic

and Psycho-Cultural Factors in School Adaptation.

ED 455 320

**Zaff, Jonathan**

Background for Community-Level Work on School Readiness: A Review of Definitions, Assessments, and Investment Strategies. Final Report to the Knight Foundation.

ED 454 953

**Zapf, M. K.**

The Learning Circle: A New Model of BSW Education for Alberta's Rural, Remote, and Aboriginal Communities.

ED 455 056

**Zarring, Elizabeth**

Decreasing Disruptive Behaviors through Social Skills Instruction.

ED 454 482

**Zaslow, Martha**

Background for Community-Level Work on School Readiness: A Review of Definitions, Assessments, and Investment Strategies. Final Report to the Knight Foundation.

ED 454 953

**Zhang, Liru**

Delaware Student Testing Program: Report on Special Writing Study.

ED 455 271

**Ziff, Katherine K.**

Analytical Psychology: A Review of a Theoretical Approach and Its Application to Counseling.

ED 454 480

**Ziff, Matthew**

The Problem of the Correct Answer.

ED 455 174

Space & Materials: A Second Year Design Curriculum.

ED 455 173

**Zimmerman, Robert S., Jr.**

Indoor Air Quality Guidelines for Pennsylvania Schools.

ED 454 690

**Zuelke, Dennis C.**

Education Private Practice. Fastback 451.

ED 454 572

**Zuniga, Stephen**

Short Circuits or Superconductors? Examining Factors That Encourage or Undermine Group Learning and Collaboration among High-Ability Students. CSE Technical Report.

ED 455 288

## Institution Index

This index lists the titles of documents under the institution responsible for them and/or the agency sponsoring them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g., Wisconsin University (for the University of Wisconsin).

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### Academy for Educational Development, Washington, DC.

AED in Africa.

ED 455 166

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ED 455 168

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ED 454 424

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ED 454 599

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ED 454 366

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ED 454 591

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ED 454 801

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ED 454 647

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ED 454 648

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Enseigner aux eleves ayant des troubles emotionnels et (ou) des psychopathologies. Elabore pour les eleves ayant des besoins speciaux (Teaching Students with Emotional Disorders and/or Mental Illnesses. Elaborated for Eligible Special Needs Students).

ED 454 650

### Alfred P. Sloan Foundation, New York, NY.

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ED 455 348

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ED 454 885

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- Ofrendas/BorderCrossings: A Studio-Based Model for Cross Cultural Traveling. ED 455 148
- The Postmodernist Descending the Staircase. ED 455 155
- System-Wide Assessment in the Arts: A Developing Model. ED 455 149
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- Training for Productivity. ED 454 391
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Applying SEIFA Disadvantage Indexes to VET Participation. Working Paper. ED 454 442
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- Field Dependence-Field Independence and Vocational Teachers. Working Paper. ED 454 445
- A Further Local Participation Study: TAFE and ACE in Melbourne Postcodes. Working Paper. ED 454 428
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Creating a Teacher Mentoring Program, Fall 1999, No. 1.

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Report of the President.

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Listening to Lorca: A Journey into Language.  
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Fathers' Activities with Their Kids. Child Trends Research Brief.  
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Strengthening Partnerships: Community School Assessment Checklist.  
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Signs of Success—Equity 2000[R]. Preliminary Evidence of Effectiveness.  
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- College of the Canyons, Santa Clarita, CA. Office of Institutional Development.**  
College of the Canyons Faculty and Staff Survey, Fall 2000.  
ED 454 925  
College of the Canyons International Students Program Student Questionnaire, Fall 2000.  
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Survey of Interest, Canyon Country College of the Canyons Site, January 2001.  
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- Colorado State Dept. of Education, Denver.**  
Quality Early Childhood Care and Education: Will You Know It When You See It? Indicators from Colorado's Quality Standards.  
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Building Their Futures: How Early Head Start Programs Are Enhancing the Lives of Infants and Toddlers in Low-Income Families. Volume I: Technical Report.  
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Rethinking Interventions To Combat Racism.  
ED 455 325//
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Are We Responding to Their Needs? States' Early Experiences Serving Children with Special Health Care Needs under SCHIP. Occasional Paper Number 48. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.  
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- Community Coll. Humanities Association.**  
Community College Humanities Review, Fall 1998.  
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- Computer Sciences Corp., Lanham, MD.**  
Resources in Education (RIE). Volume 36, Number 12.  
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ED 454 625
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Portrait of a Hero. [Lesson Plan].  
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Authenticity in a Digital Environment.  
ED 454 883  
A Collaborative Approach to Collection Storage: The Five-College Library Depository.  
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Folk Heritage Collections in Crisis.  
ED 454 884
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Are We Responding to Their Needs? States' Early Experiences Serving Children with Special Health Care Needs under SCHIP. Occasional Paper Number 48. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.  
ED 455 032



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The Effects of Linguistic Simplification of Science Test Items on Performance of Limited English Proficient and Monolingual English-Speaking Students.

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Learning Disabilities. Final Report.

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ED 454 669

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How To Pay for Child Care? Local Innovations Help Working Families. PACE Policy Brief. Early Education Series. ED 455 028
- Wisconsin Center for Education Research, Madison.**  
A Case Study of District Decentralization and Site-Based Budgeting: Cordell Place School District. ED 454 624
- A Case Study of Resource Reallocation To Implement a Whole School Reform Model and Boost Student Achievement: Parnell Elementary School. ED 454 625
- Wisconsin State Legislative Audit Bureau, Madison.**  
Special Education Funding, Department of Public Instruction 99-7: An Evaluation. ED 454 652
- World Bank, Washington, DC. Human Development Network.**  
Mapping Science Education Policy in Developing Countries. Secondary Education Series. ED 455 104
- Trends in Private Sector Development in World Bank Education Projects. Policy Research Working Paper Series. ED 454 374
- Yale Univ., New Haven, CT. Bush Center in Child Development and Social Policy.**  
Child-Care Aid and Quality for California Families: Focusing on San Francisco and Santa Clara Counties. PACE Working Paper Series. ED 455 030
- An Analysis of the Role of Social Safety Net Scholarships in Reducing School Drop-Out during the Indonesian Economic Crisis. Innocents Working Paper No. 82. ED 455 172
- Decentralizing Education in Transition Societies: Case Studies from Central and Eastern Europe. WBI Learning Resources Series. ED 454 615
- Developpement de la petite enfance: Investir dans l'avenir. Le Developpement en Marche (Early Child Development: Investing in the Future. Directions in Development). ED 454 944
- Early Child Development: Investing in the Future. Directions in Development. [Chinese Version]. ED 455 038
- Education and Earnings Inequality in Mexico. Policy Research Working Papers. ED 454 774
- The Impact of the Indonesian Financial Crisis on Children: An Analysis Using the 100 Villages Data. Innocenti Working Paper No. 81. ED 455 171

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## Publication Type Index

This index lists documents under the Publication Type that has been assigned to them to characterize their form or organization, as contrasted to their subject matter.

As shown in the examples below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The Publication Types are displayed in a classified index arrangement, according to the outline below.

Code ————— (052) Guides - Classroom - Teacher ————— Publication Type  
 Title ————— The First Amendment: Free Speech & Free Press.  
 A Curriculum Guide for High School Teachers. ————— Accession Number  
 ED 261 929

### PUBLICATION TYPE CATEGORIES

CODE	CATEGORY	CODE	CATEGORY
010	BOOKS	073	ERIC Digests in Full Text
	COLLECTED WORKS	080	JOURNAL ARTICLES
020	– General	090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
021	– Conference Proceedings	100	AUDIOVISUAL/NON-PRINT MATERIALS
022	– Serials	101	– Computer Programs
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	102	– Machine-Readable Data Files (MRDF)
	DISSERTATIONS/THESES	110	STATISTICAL DATA (Numerical, Quantitative, etc.)
040	– Undetermined	120	VIEWPOINTS (Opinion Paper, Position Papers, Essays, etc.)
041	– Doctoral Dissertations		REFERENCE MATERIALS
042	– Masters Theses	130	– General
043	– Practicum Papers	131	– Bibliographies
	GUIDES	132	– Directories/Catalogs
050	– General	133	– Geographic Materials
	– Classroom Use	134	– Vocabularies/Classifications/Dictionaries
051	– Instructional Materials (For Learner)		REPORTS
052	– Teaching Guides (For Teacher)	140	– General
055	– Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc., in Non-Classroom Situations)	141	– Descriptive
060	HISTORICAL MATERIALS	142	– Evaluative/Feasibility
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)	143	– Research/Technical
071	– ERIC Publications	150	SPEECHES, CONFERENCE PAPERS
072	– Book/Product Reviews	160	TESTS, EVALUATION INSTRUMENTS
		170	TRANSLATIONS
		171	– Multilingual/Bilingual Materials

#### (010) Books

- Adolescents, Alcohol, and Substance Abuse: Reaching Teens through Brief Interventions. ED 454 478//
- Aiming High 2: Straight A's. ED 454 728//
- The American Academic Profession. ED 454 772//
- Assessment and Accreditation for Languages: The Emerging Consensus? ED 454 721//
- At-Risk Students Defy the Odds: Overcoming Barriers to Educational Success. ED 454 598//
- Balanced Literacy Instruction: A Teacher's Resource Book. Second Edition. ED 454 490//
- Balancing the Equation: Where Are Women and Girls in Science, Engineering and Technology? ED 455 348
- Beginning the Principalsip: A Practical Guide for New School Leaders. 2nd Edition. ED 454 626
- Books for You: An Annotated Booklist for Senior High. Fourteenth Edition. NCTE Bibliography Series. ED 454 525
- Campus Architecture: Building in the Groves of Academe. ED 454 697//
- Celebrating the World of Work: Interviews and Activities. ED 454 395//
- Changing Perspectives on International Education. ED 454 713//
- Checklist of Library Building Design Considerations. Fourth Edition. ED 454 695//
- Community Connections for Science Education, Volume I: Building Successful Partnerships. ED 455 107
- Community Connections for Science Education, Volume II: History and Theory You Can Use. ED 455 106
- The Conscience of the Campus: Case Studies in Moral Reasoning among Today's College Students. ED 454 806//
- The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College. SUNY Series, Frontiers in Education. ED 454 891//
- Convention on the Rights of the Child: Background, Motivation, Strategies, Main Themes. Third Edition. ED 454 987//
- Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High-Stakes Tests of Educational Accountability. ED 454 587//
- Designing the School Leader's Portfolio. ED 455 234
- Developing Community-Empowered Schools. ED 454 621
- The Development of Past Tense Morphology in L2 Spanish. Studies in Bilingualism 22. ED 454 734//
- Do Carrots Make You See Better? A Guide to Food and Nutrition in Early Childhood Programs.

- ED 454 988  
Dr. Spock on Parenting: Sensible, Reassuring Advice for Contemporary Parents.
- ED 455 015//  
Dr. Spock's the First Two Years: The Emotional and Physical Needs of Children from Birth to Age Two.
- ED 455 016//  
Dr. Spock's the School Years: The Emotional and Social Development of Children.
- ED 455 017//  
Dyslexia in the Workplace.
- ED 454 677//  
The Dyslexic Adult in a Non-Dyslexic World.
- ED 454 676//  
Educate, Medicate, or Litigate? What Teachers, Parents, and Administrators Must Do about Student Behavior.
- ED 454 581  
Educating for Resilience: Prevention and Intervention Strategies for Young People at Risk.
- ED 454 455  
Educating Hearts and Minds: A Comprehensive Character Education Framework. Second Edition.
- ED 455 162  
The Entrepreneurial Educator.
- ED 454 595//  
Experiencing Reggio Emilia: Implications for Pre-School Provision.
- ED 454 986//  
Experiential Learning in Foreign Language Education. Applied Linguistics and Language Study.
- ED 454 720//  
For Better or for Worse? School Finance Reform in California.
- ED 454 596  
From Black to Biracial: Transforming Racial Identity among Americans.
- ED 455 331//  
The Girls Report: What We Know & Need To Know about Growing Up Female.
- ED 455 349  
The Green Book of Language Revitalization in Practice.
- ED 454 731//  
Hatred in the Hallways: Violence and Discrimination against Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools.
- ED 454 462  
Help Yourself Move Out of Depression and Anxiety.
- ED 454 456//  
How To Evaluate and Improve Your Grants Effort. Second Edition. Series on Higher Education.
- ED 454 807//  
Information Literacy Toolkit: Grades Kindergarten-6 [and] Information Literacy Toolkit: Grades 7 and Up [and] Research Projects: An Information Literacy Planner for Students [with CD-ROM].
- ED 454 876//  
Intelligent Technologies in Library and Information Service Applications. ASIST Monograph Series.
- ED 454 882//  
Kaleidoscope: A Multicultural Booklist for Grades K-8. Third Edition. NCTE Bibliography Series.
- ED 454 524  
Keys to Parenting the Gifted Child. Second Edition. Barron's Parenting Keys.
- ED 454 660//  
Languages and the Transfer of Skills: The Relevance of Language Learning for 21st Century Graduates in the World of Work. HEVOCAL Report.
- ED 454 719//  
Learner Contributions to Language Learning: New Directions in Research. Applied Linguistics and Language Study.
- ED 454 743//  
Learning Interdependence: A Case Study of the International/Intercultural Education of First-Year College Students.
- ED 454 757  
Learning through a Foreign Language: Models, Methods and Outcomes.
- ED 454 735  
Life's Literacy Lessons: Poems for Teachers.
- ED 454 545  
Listening to Lorca: A Journey into Language.
- ED 454 729//  
Literature and Lives: A Response-Based, Cultural Studies Approach to Teaching English.
- ED 454 522  
Management of University-Industry Linkages. Policy Forum No. 11. Proceedings from the Policy Forum Held at the IIEP (Paris, France, June 1-2, 2000).
- ED 454 790  
The Management of University-Industry Relations: Five Institutional Case Studies from Africa, Europe, Latin America, and the Pacific Region. Improving the Managerial Effectiveness of Higher Education Institutions.
- ED 454 788  
Managing Records as Evidence and Information.
- ED 454 878//  
Managing University-Industry Relations: A Study of Institutional Practices from 12 Different Countries. Improving the Managerial Effectiveness of Higher Education Institutions.
- ED 454 789  
Moving Forward from the Past: Early Writings and Current Reflections of Middle School Founders.
- ED 454 594  
Oasis of Dreams: Teaching and Learning Peace in a Jewish-Palestinian Village in Israel.
- ED 455 191//  
Operational Guidelines for Grounds Management.
- ED 454 691//  
The Other Boston Busing Story: What's Won and Lost across the Boundary Line.
- ED 455 322//  
The Paraeducator in the Elementary School Classroom. [Workbook].
- ED 455 224//  
The Preservation Program Blueprint. Frontiers of Access to Library Materials, No. 6.
- ED 454 877//  
Preventing School Injuries: A Comprehensive Guide for School Administrators, Teachers, and Staff.
- ED 454 618//  
Principals of Dynamic Schools: Taking Charge of Change. Second Edition.
- ED 454 617  
A Professional Development School Partnership: Conflict and Collaboration.
- ED 455 203//  
The Reading Lesson: The Intelligent Reading Program for Young Children. Teach Your Child To Read in 20 Easy Lessons [with CD-ROM].
- ED 454 491//  
Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism. A Volume in Language, Literacy, and Learning.
- ED 455 321//  
Reconstructing the Common Good in Education: Coping with Intractable American Dilemmas.
- ED 454 586//  
Relative/Outsider: The Art and Politics of Identity among Mixed Heritage Students. Contemporary Studies in Social and Policy Issues in Education: The David C. Anchin Center Series.
- ED 455 327//  
Research and Global Perspectives in Learning Disabilities: Essays in Honor of William M. Cruickshank. The LEA Series on Special Education and Disability.
- ED 454 644//  
Researching Pedagogic Tasks: Second Language Learning, Teaching, and Testing. Applied Linguistics and Language Study.
- ED 454 722//  
Rethinking Interventions To Combat Racism.
- ED 455 325//  
Seven Essentials for Character Discipline: Elementary Classroom Management.
- ED 455 161  
Steering the Craft: Exercises and Discussions on Story Writing for the Lone Navigator or the Mutinous Crew.
- ED 454 549//  
Supporting Refugee Children in 21st Century Britain: A Compendium of Essential Information.
- ED 455 324//  
The Syntax of Spoken Arabic: A Comparative Study of Moroccan, Egyptian, Syrian, and Kuwaiti Dialects.
- ED 454 702//  
Teaching and Researching Autonomy in Language Learning. Applied Linguistics in Action Series.
- ED 454 723//  
Teaching and Researching Motivation. Applied Linguistics in Action.
- ED 454 715//  
Teaching and Researching Translation. Applied Linguistics in Action Series.
- ED 454 733//  
Teaching Every Child: A Guide for Literacy Teams Grades 1-3. Bill Harp Professional Teachers Library.
- ED 454 516//  
Teaching Undergraduates. The Educational Psychology Series.
- ED 454 778//  
Teaching What Matters Most: Standards and Strategies for Raising Student Achievement.
- ED 455 219  
Ten Years After and Looking Ahead: A Review of the Transformations of Higher Education in Central and Eastern Europe. Studies on Higher Education.
- ED 454 779//  
The Unfinished Revolution: Learning, Human Behavior, Community, and Political Paradox.
- ED 454 616  
Universities and Corporate Universities: The Higher Learning Industry in Global Society.
- ED 454 777//  
WAC for the New Millennium: Strategies for Continuing Writing-Across-the-Curriculum Programs.
- ED 454 552  
What We Know About: Supporting New Models of Teaching and Learning through Technology.
- ED 455 223//  
A White Teacher Talks about Race.
- ED 455 215//  
Why Pick on Me? School Exclusion and Black Youth.
- ED 455 323//  
"Will They Fly a Plane into Our House?" How To Talk to Children about Terrorism.
- ED 454 488  
Writing in the Elementary Classroom: A Reconsideration.
- ED 454 544//  
Writing the Qualitative Dissertation: Understanding by Doing. Second Edition.
- ED 454 780//  
The Writing Workshop: Working through the Hard Parts (And They're All Hard Parts).
- ED 454 523

## (020) Collected Works - General

- Adolescents, Alcohol, and Substance Abuse: Reaching Teens through Brief Interventions.
- ED 454 478//  
Aiming High 2: Straight A's.
- ED 454 728//  
All Children Can Learn: Lessons from the Kentucky Reform Experience. The Jossey-Bass Education Series.
- ED 454 578//  
The American Academic Profession.
- ED 454 772//  
Assessment and Accreditation for Languages: The Emerging Consensus?
- ED 454 721//  
Balancing the Equation: Where Are Women and Girls in Science, Engineering and Technology?
- ED 455 348  
Building a New Role: States and School Facilities.
- ED 454 692  
Changing Perspectives on International Education.

ED 454 713//  
Community Connections for Science Education,  
Volume II: History and Theory You Can Use.  
ED 455 106  
Coyote Papers: Working Papers in Linguistics  
from A-Z, Volume 10.  
ED 454 711  
Critiquing Whole Language and Classroom  
Inquiry. WLU Series.  
ED 454 520  
Experiencing Reggio Emilia: Implications for  
Pre-School Provision.  
ED 454 986//  
The Fate of Progressive Language Policies and  
Practices.  
ED 454 521  
The Green Book of Language Revitalization in  
Practice.  
ED 454 731//  
How Young Children Learn to Read in High/  
Scope Programs: A Series of Position Papers.  
ED 455 033  
ICCE/ICCAI 2000 Full & Short Papers (Artifi-  
cial Intelligence in Education).  
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ICCE/ICCAI 2000 Full & Short Papers (Cogni-  
tion and Conceptual Change).  
ED 454 817  
ICCE/ICCAI 2000 Full & Short Papers (Collab-  
orative Learning).  
ED 454 818  
ICCE/ICCAI 2000 Full & Short Papers (Com-  
puter-Assisted Language Learning).  
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ICCE/ICCAI 2000 Full & Short Papers (Cre-  
ative Learning).  
ED 454 820  
ICCE/ICCAI 2000 Full & Short Papers (Educa-  
tional Agent).  
ED 454 821  
ICCE/ICCAI 2000 Full & Short Papers (Evalu-  
ation of Learning and Systems).  
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ICCE/ICCAI 2000 Full & Short Papers (Global-  
ization vs. Localization).  
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ICCE/ICCAI 2000 Full & Short Papers (Human-  
ities and Learning Technology).  
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ICCE/ICCAI 2000 Full & Short Papers (Instruc-  
tional Design).  
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ICCE/ICCAI 2000 Full & Short Papers (Intelli-  
gent Tutoring Systems).  
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ICCE/ICCAI 2000 Full & Short Papers (Interac-  
tive Learning Environments).  
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ICCE/ICCAI 2000 Full & Short Papers (Knowl-  
edge Construction and Navigation).  
ED 454 828  
ICCE/ICCAI 2000 Full & Short Papers (Life-  
long Learning).  
ED 454 829  
ICCE/ICCAI 2000 Full & Short Papers (Meth-  
odologies).  
ED 454 830  
ICCE/ICCAI 2000 Full & Short Papers (Multi-  
media and Hypermedia in Education).  
ED 454 831  
ICCE/ICCAI 2000 Full & Short Papers (Net-  
worked Social Learning).  
ED 454 832  
ICCE/ICCAI 2000 Full & Short Papers (Others).  
ED 454 833  
ICCE/ICCAI 2000 Full & Short Papers (Poli-  
cies, Ethics, Standards, and Legal Issues).  
ED 454 834  
ICCE/ICCAI 2000 Full & Short Papers (Special  
Education).  
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ICCE/ICCAI 2000 Full & Short Papers (Stu-  
dent Modeling).  
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Design and Development).  
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ing and Learning Processes).

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communication in Education).  
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ICCE/ICCAI 2000 Full & Short Papers (Virtual  
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ICCE/ICCAI 2000 Full & Short Papers (Virtual  
Reality in Education).  
ED 454 841  
ICCE/ICCAI 2000 Full & Short Papers (Web-  
Based Learning).  
ED 454 842  
ICCE/ICCAI 2000 Invited Papers.  
ED 454 815  
ICCE/ICCAI 2000 Keynote Papers.  
ED 454 814  
In an Era of Reform: Standards and the Class-  
room.  
ED 455 111  
Including Culturally and Linguistically Diverse  
Students in Standards-Based Reform: A Report  
on McREL's Diversity Roundtable I.  
ED 455 335  
International Handbook of Giftedness and Tal-  
ent. Second Edition.  
ED 454 671//  
Issues in Training. Symposium 39. [AHRD Con-  
ference, 2001].  
ED 454 385  
Language Ideologies: Critical Perspectives on  
the Official English Movement. Volume 2: His-  
tory, Theory, and Policy.  
ED 454 519  
Languages and the Transfer of Skills: The Rele-  
vance of Language Learning for 21st Century  
Graduates in the World of Work. HEVOCAL  
Report.  
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Methods and Outcomes.  
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English, Volume 31.  
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tions: Five Institutional Case Studies from  
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ness of Higher Education Institutions.  
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Founders.  
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Projects Submitted by Participants of the Ful-  
bright-Hays Summer Seminars Abroad Pro-  
gram, 2000 (Poland and Hungary).  
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Reconceptualizing Literacy in the New Age of  
Multiculturalism and Pluralism. A Volume in  
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Reconstructing the Common Good in Educa-  
tion: Coping with Intractable American Dilem-  
mas.  
ED 454 586//  
Research and Clinical Center for Child Develop-  
ment Annual Report, 1999-2000, No. 23.  
ED 454 956  
Research and Global Perspectives in Learning  
Disabilities: Essays in Honor of William M.  
Cruickshank. The LEA Series on Special Educa-  
tion and Disability.  
ED 454 644//  
Researching Pedagogic Tasks: Second Lan-  
guage Learning, Teaching, and Testing. Applied  
Linguistics and Language Study.  
ED 454 722//

Rethinking Special Education for a New Cen-  
tury.  
ED 454 636  
Selected Papers from the International Confer-  
ence on College Teaching and Learning (12th,  
Jacksonville, Florida, April 2001).  
ED 454 758  
Serving the Underserved: A Review of the  
Research and Practice in Child Find, Assess-  
ment, and the IFSP/IEP Process for Culturally  
and Linguistically Diverse Young Children.  
ED 454 640  
Shaping the Future: Working with the Under-  
Threes. Professional Development Pack.  
ED 454 949//  
Social Marketing Lite: Ideas for Folks with  
Small Budgets and Big Problems. Health, Edu-  
cation, Population, Nutrition, the Environment,  
Transportation, Democracy-Building, Youth  
Development, and Elder Care in the U.S. and  
around the World.  
ED 455 167  
Ten Years After and Looking Ahead: A Review  
of the Transformations of Higher Education in  
Central and Eastern Europe. Studies on Higher  
Education.  
ED 454 779//  
Todo Alumno: Un Manual de Recursos de PEER  
sobre Educacion Basada en Normas y Alumnos  
con Discapacidades (Every Single Student: A  
PEER Resource Manual on Standards-Based  
Education and Students with Disabilities).  
ED 454 641  
Transitions in the Life Course of African-Amer-  
ican Males: Issues in Schooling, Adulthood,  
Fatherhood, and Families.  
ED 455 328  
WAC for the New Millennium: Strategies for  
Continuing Writing-Across-the-Curriculum Pro-  
grams.  
ED 454 552  
Writing in the Elementary Classroom: A Recon-  
sideration.  
ED 454 544//  
**(021) Collected Works - Proceedings**  
American Vocational Education Research Asso-  
ciation (AVERA) Proceedings (New Orleans,  
Louisiana, December 10-13, 1998).  
ED 454 373  
Authenticity in a Digital Environment.  
ED 454 883  
Bicentennial Conference on Bibliographic Con-  
trol for the New Millennium: Confronting the  
Challenges of Networked Resources and the  
Web (Washington, DC, November 15-17, 2000).  
ED 454 853  
Building on the Momentum.... Proceedings from  
the 10th Anniversary Celebration of the  
National Education Goals Panel (Washington,  
DC, December 1-2, 1999).  
ED 454 609  
The Father Poverty and Social Vulnerability  
Roundtable (Philadelphia, Pennsylvania, Decem-  
ber 16-17, 1999). Fathers and Families Second-  
Tier Roundtable Series.  
ED 454 983  
The Federal Forecasters Conference—2000.  
Papers and Proceedings (11th, Washington, DC,  
September 14, 2000).  
ED 455 316  
Folk Heritage Collections in Crisis.  
ED 454 884  
Issues Affecting Rural Communities (II). Pro-  
ceedings of the International Conference [on]  
Rural Communities & Identities in the Global  
Millennium (Nanaimo, British Columbia, Can-  
ada, May 1-5, 2000).  
ED 455 044  
Learning Societies in the New Millennium: Cre-  
ativity, Caring & Commitments. International  
Conference on Computers in Education/Internat-  
ional Conference on Computer Assisted Instruc-  
tion (Taipei, Taiwan, November 21-24, 2000).  
ED 454 813  
Management of University-Industry Linkages.  
Policy Forum No. 11. Proceedings from the Pol-  
icy Forum Held at the IIEP (Paris, France, June  
1-2, 2000).



ED 454 790  
Merging National and International Interests in Educational System Evaluation. Proceedings of the Conference (Jyväskylä, Finland, March 19th and 20th, 1998).

ED 455 296  
National Workshop on Equity Research. Report and Papers from a National Workshop (Sydney, New South Wales, Australia, May 21-22, 1999). Working Paper.

ED 454 426  
NAWeb 2000: Web-Based Learning - On Track! International Conference on Web-Based Learning. (6th, New Brunswick, Canada, October 14-17, 2000).

ED 454 847  
NAWeb 99: What Works and Why. International Conference on Web-Based Learning (5th, New Brunswick, Canada, October 2-5, 1999).

ED 454 846  
Organizational Change and Improvement Institute (Harrisburg, Pennsylvania, November 15-16, 1999).

ED 454 398  
Proceedings of the 4th Annual Southwest Workshop on Optimality Theory (SWOT IV) (Tucson, Arizona, April 4-5, 1998).

ED 454 710  
The RAVL Symposium: New Questions about Work and Learning. Working Paper.

ED 454 430  
The Welfare Reform, Fathers, and Families Roundtable (Washington, D.C., December 8, 1998). Fathers and Families Second-Tier Roundtable Series.

## (022) Collected Works - Serials

An Analysis of the Role of Social Safety Net Scholarships in Reducing School Drop-Out during the Indonesian Economic Crisis. Innocenti Working Paper No. 82.

ED 455 172  
Becoming Literate in Mathematics and Science: The Knowledge and Skills To Handle the Ever-Changing World with Confidence.

ED 455 115  
A Bimonthly Report on Research Library Issues and Actions from ARL, CNI, and SPARC. 2000.

ED 454 852  
The CEIC Review, 2001.

ED 455 318  
Community College Humanities Review, Fall 1998.

ED 454 901  
FACCCTS: Journal of the Faculty Association of California Community Colleges, 2000-2001.

ED 454 888  
Focus on Infants & Toddlers (Ages 0-3): A Quarterly Newsletter for the Education Community, 1999-2000.

ED 454 992  
History of Higher Education Annual, 2000.

ED 454 756  
In an Era of Reform: Standards and the Classroom.

ED 455 111  
Innovation Abstracts, 2000.

ED 454 905  
Journal of School Social Work, 2000-2001.

ED 454 454  
Kindergarten Education: Theory, Research, and Practice, 1996-1998.

ED 455 020  
Kindergarten Education: Theory, Research, and Practice, 1999.

ED 455 021  
Kindergarten Education: Theory, Research, and Practice, 2000.

ED 455 022  
Learning Languages, 2000-2001.

ED 454 726  
Northwest Education, Volume 6, 2000-2001.

ED 455 043  
Research Notes, 2000.

ED 454 997  
Resources in Education (RIE). Volume 36, Number 12.

ED 454 365

Revista de Documentação de Estudos em Linguística Teórica e Aplicada (DELTA): Novos Estudos em Gramática Gerativa (Journal of Documentary Studies in Theoretical and Applied Linguistics [DELTA]: New Studies in Generative Grammar).

ED 454 714  
School-Age NOTES, 2000-2001.

ED 455 000  
School Violence: An Overview. Also: Creating Safe Schools; Conflict Resolution Education.

ED 454 486  
Strengthening Civic Engagement in Community Decision-Making.

ED 455 080  
Synergy: Australian Transcultural Mental Health Network Newsletter, 2000.

ED 454 475

## (030) Creative Works

Life's Literacy Lessons: Poems for Teachers.

ED 454 545  
Listening to Lorca: A Journey into Language.

ED 454 729//  
Roses Aren't Always Red: Poetry as a Second Language.

ED 454 724

## (040) Dissertations/Theses

Building Background Knowledge To Improve Reading Comprehension through Use of Technology.

ED 454 504  
Decreasing Disruptive Behaviors through Social Skills Instruction.

ED 454 482  
Decreasing Inappropriate Social Behavior in Freshman Seminar through the Use of Interpersonal Skills Training.

ED 454 463  
Hands-On Science and Student Achievement. Dissertation.

ED 455 122  
Harnessing the Potential of Information Technologies in Education: Finding Innovation and Adaptability in Mali and Ghana.

ED 455 164  
Improving Elementary School Students' Writing Using Reading and Writing Integration Strategies.

ED 454 502  
Improving Reading Achievement through the Implementation of Reading Strategies.

ED 454 503  
Improving Student Participation in Beginning Band Programs through the Use of Effective Recruiting Techniques.

ED 455 175  
Improving Students' Decoding Skills through the Use of Direct Instruction.

ED 454 547  
Improving Students' Mathematical Thinking Skills through Improved Use of Mathematics Vocabulary and Numerical Operations.

ED 455 120  
Improving Students' Reading Fluency through the Use of Phonics and Word Recognition Strategies.

ED 454 506  
Increasing Independent Reading Practice through Family Involvement and Motivational Strategies.

ED 454 501  
Increasing Participation of Female Students in Physical Science Class.

ED 455 121  
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- (073) ERIC Digests in Full Text**
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- Gender Differences in Educational Achievement within Racial and Ethnic Groups. ERIC Digest Number 164. ED 455 341
- Implementing Whole-School Reform. ERIC Digest Number 128. ED 454 565
- Retaining Principals. ERIC Digest Number 147. ED 454 405
- School Choice as Education Reform: What Do We Know? ERIC Digest Number 165. ED 455 342
- School Practices for Equitable Discipline of African American Students. ERIC Digest Number 166. ED 455 343
- Uniforms and Dress-Code Policies. ERIC Digest Number 148. ED 454 568
- Using Historical Statistics To Teach about World War II. ERIC Digest. ED 454 808
- ED 455 186
- (080) Journal Articles**
- Corporate Training Delivery: Dollars and Sense. Unconventional Wisdom. ED 454 417
- Educating Students with Limited English Skills. ED 454 725
- The Future of Worker Training: Business/Community College Partnerships. In Depth. ED 454 394
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- (090) Legal/Legislative/Regulatory Materials**
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- Illinois Occupational Skill Standards: House-keeping Management Cluster. ED 454 375
- Illinois Occupational Skill Standards: Insurance Cluster. ED 454 376
- Illinois Occupational Skill Standards: Swine Production Cluster. ED 454 377
- Management Information Systems Manual. ED 454 909
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- Written Testimony of Thomas J. Nussbaum, Chancellor of the California Community Colleges, [presented to the] Assembly Budget Subcommittee on Education Finance. ED 454 936
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- (100) Non-Print Media**
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(142) Reports - Evaluative

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- ED 455 330  
Adult ESL Students in the Contact Zone: Exploring the Effects of Multiple Educational Attainment Levels on the Community College Writing Classroom.
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Adventures in Teaching via Interactive Television.
- ED 454 915  
Affordances and Constraints of Electronic Discussions.
- ED 454 508  
African American Faculty as Part of the Problem or Part of the Solution in the Retention of African American Students on "White" College Campuses.
- ED 455 353  
"Ahorá" (Now) and "Ahorita" (Right Now) as Deictic Markers.
- ED 454 745  
An Alternative Approach to In-Service Teacher Education for Secondary Art Teachers.
- ED 455 145  
American Vocational Education Research Association Members' Perceptions of Statistical Significance Tests and Other Statistical Controversies.
- ED 454 409  
Annenberg Rural Challenge: School Reform from a Slightly Different Point of View. Keynote Address.
- ED 455 047  
An Application of Regression Models with Student Ratings in Determining Course Effectiveness.
- ED 455 311  
Application of the Theory of Multiple Intelligences to Second Language Learners in Classroom Situations.
- ED 454 739  
Art as a Discipline Concealed in the Beliefs and Practices of Two Artists.
- ED 455 147  
The Art of Globalism, the Culture of Difference, the Industry of Knowledge.
- ED 455 154  
Asperger Syndrome: A Qualitative Study of Successful Educational Interventions.
- ED 454 658  
Assessment of Professional Needs of Faculty in American College and University Environmental Programs.
- ED 455 092  
Attracting and Retaining Teachers in Rural Areas.
- ED 455 081  
Authority Control on the Web.
- ED 454 864  
Barbie.com and Racial Identity.
- ED 455 358  
Being There: Exploring the Fatherhood Experiences and Beliefs of Low-Income Urban African American Males.
- ED 455 345  
Bending Back To Move Forward: Using Reflective Practice To Develop a High School Civic Education/Aikido Course.
- ED 455 245  
Better Rural Schools Building Better Rural Communities. Keynote Address.
- ED 455 077  
Black Doctoral Graduates from a Predominantly White University.
- ED 455 354  
Blending Research and Practice: A 10-Year Evaluation of a Community-Based Child Guidance Clinic.
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Blind Man's Bluff: Instructional Leadership, Teacher Selection and Rational Decision-Making.
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Bringing Disenfranchised Young People Back into the Frame: A UK Perspective on Disaffection from School and the Curriculum.
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Building a Case for Conducting Technology Surveys On-Line.
- ED 454 810  
Building Bridges: Professional Development Advising Teams.
- ED 454 802  
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- ED 454 867  
But You Teach Chemistry, How Can You Advise Me at Orientation?
- ED 454 485  
Can Self-Regulated Learning Predict Transfer of Problem-Solving and Text Structure?
- ED 455 249  
"Can't You Lighten Up a Bit?" Black Women Administrators in the Academy.
- ED 455 350  
Canadian Rural Girls and Women: Preparing for the Millennium.
- ED 455 072  
The Case Study Method: Critical Thinking Enhanced by Effective Teacher Questioning Skills.
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A Case Study of the Implementation of Conflict Resolution in a Second Grade Classroom.
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The Catalog as Portal to the Internet.
- ED 454 857  
Catalyzing Change in Preservice Teachers' Beliefs: Effects of the Mathematics Early Field Experience.
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Categorization in Adults with Severe to Profound Mental Retardation.
- ED 454 668  
Characterizing Measurement Error in Test Scores across Studies: A Tutorial on Conducting "Reliability Generalization" Analyses.
- ED 455 294  
Children's and Adolescents' Conceptions in Describing Works of Art.
- ED 455 150  
Children's Developing Knowledge of Perimeter Measurement in Elementary, Middle, and High School.
- ED 455 125  
A Clinical Model of Parents' Awareness for Effectiveness of Teaching Chinese-Americans Chinese Language.
- ED 454 717  
Collaborative Exploration in Public: Writing, Reading and Learning through Written Transactions.
- ED 454 512  
Collaborative Structures between the Colleges of Education and Human Services and Science and Mathematics.
- ED 455 199  
Comment Cards and Visitors' Understanding of the Cultural Context of Science.
- ED 455 100  
A Comparison of National Standards for Visual Arts between the U.S. and Taiwan.
- ED 455 151  
A Comparison of Web Resource Access Experiments: Planning for the New Millennium.
- ED 454 871  
Completing the Circle: Faculty as Writers.
- ED 454 548  
Connecting Rural School Reform and Rural Child Advocacy. Keynote Address.
- ED 455 076  
Connection and Recovery: Posttraumatic Stress Disorder and School Reintegration.
- ED 454 476  
Constructing a Universal Scale of High School Course Difficulty.
- ED 455 248  
Creating an Academic and Rural Community Network To Improve Diabetes Care.
- ED 455 051  
Creating the Hybrid Electronic Course: An Instructor's Journal.
- ED 454 929  
Creativity as Collective Misrecognition in the Relationships between Art Students and Their Teachers.
- ED 455 140  
Crossing a Digital Divide: AACR2 and Unaddressed Problems of Networked Resources.
- ED 454 861  
Cultural Change through a School Reform Project: A Case Study.
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Cultural Differences in the Self Esteem and Adaptation of Spanish-Speaking Second Generation Adolescents.
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Descriptive Resource Needs from the Reference Perspective: Report on a Survey of US Reference Librarians.
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Do We Have To Give Standardized Tests of Teacher Content Knowledge?
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Documentation of Criteria for Promotion in a Higher Education Broadcast Journalism Discipline.
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"Does This Count as an Occasion?" Engaging Students in the Culture of the Campus.
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A Dream of Red Mansions: Researching the Art of Generalist Art Teaching.
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Early School Leavers in the Community. Working Paper.
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Education and the New Disciplinary: Surveillance, Spectacle, and the Case of SBER.
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Education for Democracy: Some Challenges Facing Education in South Africa.
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Educational Renewal in Rural Alaska.
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Effect of Explicit Audience on Written Communication of Children with Learning Disabilities.
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The Effectiveness of Minority Teachers on Minority Student Success.
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The Effects of Early, Regular, and Late Registration on Community College Student Success: A Case Study.
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Elementary and Secondary Teachers' Perspectives about the Computer Use in Education.
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Enabling or Constraining: Standards Based Assessment in Art Education in New Zealand.
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English Language Proficiency and Other Factors Influencing Mathematics Achievement at Junior Secondary Level in South Africa.
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Essay Feedback: How Can It Help Students Improve Their Academic Writing?
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The Essay Scoring and Scorer Reliability in TOEFL CBT.
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Estimating Minimum Sample Sizes in Random Groups Equating.
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Evaluating Doctoral Programs in Communication.
- ED 454 564  
Evaluating the Impact of Test Accommodations on Test Scores of LEP Students & Non-LEP Students.
- ED 455 299  
Every Other Day. Keynote Address.
- ED 455 064  
An Examination of Digital Dividing Factors on Teachers' Access to Internet Resources in Rural Schools.
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Examining Reading Comprehension and Fluency in Students Who Are Deaf or Hard of Hearing.
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Factors for Teacher Response Rate in a Nationwide Middle Grades Survey.
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Faculty Academic Advising: An Examination of Students' and Faculty Members' Perception of a First-Year Experience.
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Field Dependence-Field Independence and Vocational Teachers. Working Paper.
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A First-Year White Teacher Working with Children of Color: An Investigation into the Meaning of "Trial by Fire."
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Following the Canada Goose: Teacher Supply and Demand Issues for Rural School Districts.
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Gender and Ethnic Identity Development among College Students from Four Ethnic Groups.
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The Gender Debate about Identity and Moral Development Continues: What about the Men?
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ICCE/ICCAI 2000 Keynote Papers.
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Indian Education Legislative Report, 106th Congress, Second Session.
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Indiana's "Class Size Reduction" Initiative: Teacher Perspectives on Training, Implementation and Pedagogy.
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Information Communication Technology (ICT) Shaping Student Affairs.
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An Initial Survey and Description of How Selected United States Government Libraries, Information Centers, and Information Services Provide Public Access to Information via the Internet.
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Instant Analyses of the 1992 Presidential Debates by Reporters and Pundits: Substantive or Shallow? (Mass Communication Instructional Unit).
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Institutional Identity, Pressures for Change, and Executive Leadership at U.S. Catholic Colleges and Universities.
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Instructional Choice in Rural Classrooms.
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Integrating Computer Technology into a Balanced Literacy Approach: Beyond Interactive Books and Word Processors.
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The Issues Shared by Professionals Living and Working in Rural Communities in British Columbia.

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It Threw Me for a Loop! Preservice Teachers' Reactions to Issues-Centered Social Studies in the Primary Grades.

ED 455 137

It's Not What Mothers Do but the "Reasons" That They Do It: Maternal Reasons for Employment Decisions and Mothers' Well-Being.

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Key Stakeholder Perceptions of the Role and Functions of College Counseling Centers.

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Levels of Literacy.

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Leverage Points for Improving Educational Assessment. CSE Technical Report.

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The Library Catalogue in a Networked Environment.

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A Licensed Professional Counselor's Professional and Personal Insights and Changes Resulting from a University Course on Cultural Diversity.

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Making Sense of Environmental Education Research as an Evidence Base.

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Mathematics as a Gendered Domain: New Measurement Tools.

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Media in the Classroom: An Alternative History.

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Mentorship & the Development of Rural Leadership.

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Metadata, Cataloging, Digitization and Retrieval—Who's Doing What to Whom: The Colorado Digitization Project Experience.

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Metadata for Web Resources: How Metadata Works on the Web.

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Methodology Challenges and Constraints in the Values and Mathematics Project.

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The Mis-Classification of Art as It Works Against an Inclusive Art Education.

ED 455 141

Modes of Thought in Secondary School Art.

ED 455 142

Moral Features of Mentoring in an Urban Context.

ED 455 206

Moving beyond Our Education Community: Student Teaching Abroad.

ED 455 238

Multi-Dimensional Assessment of Classroom Instructional Practice: A Validity Study of the Classroom Instructional Practice Scale (CIPS).

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The Myths of Chinese Images Revisited: Persuasive Strategies in Hong Kong Anti-Drug Public Service Announcements.

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The New Context for Bibliographic Control in the New Millennium.

ED 454 855

New School Psychologist Support: How To Avoid Crashing and Burning Your First Year.

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New State LEP Testing Policy in Texas: Is It an Appropriate Accountability Measure for Recent ESL Immigrants?

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ED 454 796

Ofrendas/BorderCrossings: A Studio-Based Model for Cross Cultural Traveling.

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"Oh, So Lucky To Be Like That, Somebody Care": Five Case Studies of Selected Mid-Life Women Learners Seeking Care in a Literacy Program.

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Orienting New Professionals to Small Isolated Communities.

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Partnerships To Mine Unexploited Sources of Metadata.

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Perceived Family Communication Patterns and Self-Disclosure to Parents: A Study of Youngsters in Hong Kong.

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The Postmodernist Descending the Staircase.

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The Power of Multiple Mentoring in the Context of a Professional Development School: E pluribus Unum - Out of Many, One.

ED 455 211

Promoting Discourse with Task-Based Scenario Interaction.

ED 454 742

Proposal for Professional Development Schools.

ED 455 217

Providing Broadcast Journalism Students Professional Experiences by Producing Political Television Programs.

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Psychological Education, Research and Publication in Asia.

ED 455 188

Psychometric Properties of a Japanese Version of an Academic Self-Concept Scale for College Students.

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Pursuing Image: Making Sense of Popular Pedagogical Representations.

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Pyramid Educational Method for 3 to 6-Year-Old Children: Theory and Research.

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The Racial and Ethnic Identities of Dominicans in New York City.

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Raising Standards in Mathematics through Effective Classroom Practice.

ED 455 096

The Real Cost of Rural Schooling in South Australia from a System's Perspective.

ED 455 073

The Real Cost of Rural Secondary Schooling in South Australia (from a School's Perspective). Keynote Address.

ED 455 046

Redesign of Library Workflows: Experimental Models for Electronic Resource Description.

ED 454 872

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The Regional Australia Summit: An Inclusive Approach to Policy Development.

ED 455 050

The Relation among Temperament, Age, and Friendship in Preschool-Aged Children.

ED 455 010

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Retaining Teacher Candidates in the New American College.

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Rights for All: The Human Rights of Rural Citizens. Keynote Address.

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The "Role" of Burnout among Special Educators: The Relationship between Burnout and Role Tensions.

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The Role of Children When Mothers Return To Study Mathematics in the Further Education Sector: Benefits for Both.

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- ED 455 063  
Role Plays, Panel Discussions, and Case Studies: Project-Based Learning in a Web-Based Course.
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Rural Health Issues. Keynote Address.
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Rural Parents' and Students' Satisfaction with Public Schools in Queensland.
- ED 455 070  
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- ED 455 078  
Rural Social Welfare: Preparing Students To Work Effectively in Rural Communities. An Australian Experience.
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Rural Youth: The Policy Agenda.
- ED 455 060  
Sample Characteristics and Measurement Reliability: An Empirical Exploration.
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School Psychologists, Stress, and Burnout.
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School Psychology's Place in the History of Specialty Recognition.
- ED 454 473  
A Science Teacher's Wisdom of Practice in Teaching Inquiry-Based Oceanography.
- ED 455 099  
The Seduction of the Subject/Citizen: Governmentality and School Governance Policy.
- ED 454 585  
Seeking Help in Large College Classes: Who, Why, and from Whom?
- ED 454 760  
Seizing Alternatives: Ways of Knowing, Rural Research and Practice in the Helping Arts. Keynote Address.
- ED 455 059  
Selecting and Integrating CALL Software Programs into the EFL Classroom.
- ED 454 736  
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Senior Student Affairs Officers' Perceptions of Campus-Based Student Religious Organizations.
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Shaping Change in Attitudes: Self-Reflective Writing about Homosexuality.
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Shaping the Work Environment for Teachers: How Principals Can Learn To Support Instructional Reform.
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Small Classes Do Reduce the Test-Score Achievement Gap.
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So What Type of Teachers Are They? Graduates of a PDS Teacher Preparation Program 3-6 Years Later.
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Student Organization of Psychological Content as a Predictor of College Classroom Success.
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Students' Views on the Purposes of Reading from Three Perspectives - Students, Teachers and Parents.
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System-Wide Assessment in the Arts: A Developing Model.
- ED 455 149  
Talking about Curriculum, Thinking about Teaching.
- ED 454 514  
Teacher Bias in Identifying Gifted and Talented Students.
- ED 454 664  
Teachers' Assessment Competencies.
- ED 455 280  
Teachers' Ideas about Teaching Statistics.
- ED 455 195  
Teachers' Perceptions of Accountability.
- ED 455 212  
Teachers' Thinking and Planning in the Subject of Social Studies in Small Non-Graded Schools in Norway.
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Teaching Effectiveness and Course Evaluation: The Role of Academic Delay of Gratification.
- ED 455 277  
Teaching for Abstraction: Angle as a Case in Point.
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Text and Context: Using Multicultural Literature To Help Teacher Education Students Develop Understanding of Self and World.
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Tracking Transfer of Reform: Tracking Transfer of Reform Methodology from Science and Math College Courses to the Teaching Style of Beginning Teachers of Grades 5-12. Technical Report.
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The Transracial Adoption Debate in the United States.
- ED 455 357  
Understanding What Students Learn in School.
- ED 455 205  
The Use of Children's Literature in Malaysian Kindergartens.
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Using Commonly Available Software for Conducting Bootstrap Analyses.
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Using ICT To Support Interactive Teaching and Learning on a Secondary Mathematics PGCE Course.
- ED 455 095  
Using Outstanding Translated Children's Books

- in the School Setting To Promote an Understanding of Other Countries and Cultures.
- ED 454 551  
Validity Considerations in the Assessment of LEP Students Using Standardized Achievement Tests.
- ED 455 293  
Validity of Accommodation for English Language Learners.
- ED 455 291  
Validity of Standardized Achievement Tests for English Language Learners.
- ED 455 292  
The Value of WPA Work: Theory, Practice, Discourse—and the Person.
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What Can Teachers of Literacy Learn from a Study of Effective Teachers?
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What Is "Inkshedding"?
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Women Returning To Study Mathematics: An Epistemological Journey?
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(160) Tests/Questionnaires

- Academic Research and Development Expenditures: Fiscal Year 1999. Detailed Statistical Tables.
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ED 454 899

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ED 455 120

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ED 454 657

Increasing the Engagement and Understanding of Concepts in Mathematics.

ED 455 117

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ED 454 904

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ED 454 914

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ED 454 902

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ED 454 383

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ED 455 304

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ED 454 610

Moral Features of Mentoring in an Urban Context.

ED 455 206

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ED 455 238

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ED 454 400

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The Role of Children When Mothers Return To Study Mathematics in the Further Education Sector: Benefits for Both.

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Shaping Change in Attitudes: Self-Reflective Writing about Homosexuality.

ED 454 531

Shaping the Work Environment for Teachers: How Principals Can Learn To Support Instructional Reform.

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So What Type of Teachers Are They? Graduates of a PDS Teacher Preparation Program 3-6 Years Later.

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Special Education Funding, Department of Public Instruction 99-7: An Evaluation.

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State Special Education Advisory Panels: Changes since the Passage of the 1997 Amendments to the Individuals with Disabilities Education Act.

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Strengthening Partnerships: Community School Assessment Checklist.

ED 455 290

Student College Experiences Survey, Spring 2001.

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The Survey of Alcohol Usage and Perceptions.

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Teachers' Assessment Competencies.

ED 455 280

Teachers' Perceptions of Accountability.

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Text and Context: Using Multicultural Literature To Help Teacher Education Students Develop Understanding of Self and World.

ED 455 207

Understanding What Students Learn in School.

ED 455 205

Use of Human Intermediation in Information Problem Solving: A User's Perspective.

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Writing Assessment Handbook, 2000-2001. The Pennsylvania System of School Assessment.

ED 455 306

## (170) Translations

The Seduction of the Subject/Citizen: Governmentality and School Governance Policy.

ED 454 585

## (171) Multilingual/Bilingual Materials

A Guide for Reading: How Parents Can Help Their Children Be Ready To Read and Ready To Learn = Guia Para Leer: Como los padres pueden preparar a sus hijos a leer y aprender desde la infancia.

ED 455 025

Nebraska State Report Card, 1999-2000 = Tarjeta informativa del Estado de Nebraska, 1999-2000.

ED 455 262

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ED 454 940

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ED 454 961

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AA001335 ED454365	CE081915 ED454407	CE081970 ED454450	CS014278 ED454491//
CE078895 ED454366	CE081916 ED454408	CE081971 ED454451	CS014301 ED454492
CE078904 ED454367	CE081918 ED454409	CE081974 ED454452	CS014408 ED454493
CE079073 ED454368	CE081919 ED454410	CG030338 ED454453	CS014409 ED454494
CE081770 ED454369	CE081920 ED454411	CG030874 ED454454	CS014410 ED454495
CE081771 ED454370	CE081921 ED454412	CG030952 ED454455	CS014414 ED454496
CE081774 ED454371	CE081922 ED454413	CG030954 ED454456//	CS014415 ED454497
CE081778 ED454372	CE081923 ED454414	CG030964 ED454457	CS014416 ED454498
CE081784 ED454373	CE081924 ED454415	CG030990 ED454458	CS014417 ED454499
CE081789 ED454374	CE081925 ED454416	CG030992 ED454459	CS014419 ED454500
CE081793 ED454375	CE081926 ED454417	CG030993 ED454460	CS014422 ED454501
CE081794 ED454376	CE081931 ED454418	CG031002 ED454461	CS014423 ED454502
CE081795 ED454377	CE081932 ED454419	CG031006 ED454462	CS014424 ED454503
CE081809 ED454378	CE081934 ED454420	CG031007 ED454463	CS014425 ED454504
CE081811 ED454379	CE081935 ED454421	CG031008 ED454464	CS014426 ED454505
CE081812 ED454380	CE081941 ED454422	CG031012 ED454465	CS014428 ED454506
CE081813 ED454381	CE081942 ED454423	CG031013 ED454466	CS014433 ED454507
CE081815 ED454382	CE081943 ED454424	CG031014 ED454467	CS217153 ED454508
CE081817 ED454383	CE081944 ED454425	CG031015 ED454468	CS217154 ED454509
CE081818 ED454384	CE081945 ED454426	CG031018 ED454469	CS217155 ED454510
CE081874 ED454385	CE081946 ED454427	CG031020 ED454470	CS217156 ED454511
CE081884 ED454386	CE081947 ED454428	CG031021 ED454471	CS217157 ED454512
CE081885 ED454387	CE081948 ED454429	CG031022 ED454472	CS217158 ED454513
CE081887 ED454388	CE081949 ED454430	CG031026 ED454473	CS217378 ED454514
CE081888 ED454389	CE081950 ED454431	CG031027 ED454474	CS217379 ED454515
CE081889 ED454390	CE081951 ED454432	CG031029 ED454475	CS217466 ED454516//
CE081890 ED454391	CE081952 ED454433	CG031033 ED454476	CS217535 ED454517
CE081891 ED454392	CE081953 ED454434	CG031035 ED454477	CS217536 ED454518
CE081892 ED454393	CE081954 ED454435	CG031036 ED454478//	CS217585 ED454519
CE081896 ED454394	CE081955 ED454436	CG031037 ED454479	CS217586 ED454520
CE081897 ED454395//	CE081956 ED454437	CG031038 ED454480	CS217587 ED454521
CE081900 ED454396	CE081957 ED454438	CG031040 ED454481	CS217588 ED454522
CE081901 ED454397	CE081958 ED454439	CG031041 ED454482	CS217589 ED454523
CE081903 ED454398	CE081959 ED454440	CG031042 ED454483	CS217590 ED454524
CE081904 ED454399	CE081960 ED454441	CG031043 ED454484	CS217591 ED454525
CE081905 ED454400	CE081961 ED454442	CG031045 ED454485	CS217592 ED454526
CE081907 ED454401	CE081962 ED454443	CG031046 ED454486	CS217593 ED454527
CE081909 ED454402	CE081963 ED454444	CG031050 ED454487	CS217594 ED454528
CE081910 ED454403	CE081964 ED454445	CG031229 ED454488	CS217595 ED454529
CE081911 ED454404	CE081965 ED454446		CS217596 ED454530
CE081912 ED454405	CE081966 ED454447		CS217597 ED454531
CE081913 ED454406	CE081968 ED454448	CS014212 ED454489//	CS217598 ED454532
	CE081969 ED454449	CS014241 ED454490//	CS217599 ED454533

CS217600 ED454534	EA031100 ED454603	EC308476 ED454672	FL026799 ED454740
CS217601 ED454535	EA031101 ED454604	EC308477 ED454673	FL026800 ED454741
CS217602 ED454536	EA031103 ED454605	EC308478 ED454674	FL026801 ED454742
CS217603 ED454537	EA031104 ED454606	EC308479 ED454675	FL026802 ED454743//
CS217604 ED454538	EA031105 ED454607	EC308480 ED454676//	FL026806 ED454744
CS217605 ED454539	EA031117 ED454608	EC308481 ED454677//	FL026807 ED454745
CS217606 ED454540	EA031118 ED454609	EC308482 ED454678	FL026808 ED454746
CS217610 ED454541	EA031120 ED454610	EC308483 ED454679	FL026809 ED454747
CS217613 ED454542	EA031121 ED454611	EC308488 ED454680	FL026810 ED454748
CS217617 ED454543	EA031122 ED454612	EC308489 ED454681	
CS217619 ED454544//	EA031123 ED454613	EC308490 ED454682	HE033980 ED454749
CS217620 ED454545	EA031124 ED454614	EC308597 ED454683	HE034025 ED454750
CS217621 ED454546	EA031125 ED454615		HE034061 ED454751
CS217622 ED454547	EA031126 ED454616	EF005320 ED454684	HE034105 ED454752
CS217634 ED454548	EA031127 ED454617	EF005332 ED454685	HE034106 ED454753
CS217635 ED454549//	EA031128 ED454618//	EF005333 ED454686	HE034111 ED454754
CS217636 ED454550	EA031129 ED454619	EF005951 ED454687	HE034112 ED454755
CS217637 ED454551	EA031130 ED454620	EF005952 ED454688	HE034113 ED454756
CS217641 ED454552	EA031131 ED454621	EF005953 ED454689	HE034114 ED454757
CS510501 ED454553	EA031132 ED454622	EF005954 ED454690	HE034115 ED454758
CS510567 ED454554	EA031133 ED454623	EF005955 ED454691//	HE034116 ED454759
CS510568 ED454555	EA031134 ED454624	EF005959 ED454692	HE034117 ED454760
CS510571 ED454556	EA031135 ED454625	EF005960 ED454693	HE034118 ED454761
CS510572 ED454557	EA031136 ED454626	EF005961 ED454694	HE034119 ED454762
CS510575 ED454558		EF005962 ED454695//	HE034120 ED454763
CS510583 ED454559	EC308364 ED454627	EF005963 ED454696	HE034121 ED454764
CS510584 ED454560	EC308365 ED454628	EF005964 ED454697//	HE034122 ED454765
CS510585 ED454561	EC308366 ED454629	EF005972 ED454698	HE034123 ED454766
CS510586 ED454562	EC308367 ED454630	EF005988 ED454699	HE034124 ED454767
CS510587 ED454563	EC308368 ED454631		HE034125 ED454768
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# THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since September 2000. They are, therefore, not included in the main body of the 14th (2001) edition of the *Thesaurus of ERIC Descriptors* (ISBN 1-57356-330-7. Westport, CT: Oryx Press. \$75.00).

**ACCESS TO COMPUTERS** Mar. 2001  
SN Availability of one or more computers for individual use  
UF Computer Access

**Accessibility of Computers (for Disabled)**  
USE ACCESS TO COMPUTERS  
and ACCESSIBILITY (FOR DISABLED)

**ADULT CHILD RELATIONSHIP** Sept. 2001

SN Relationship between an individual of adult age and an individual between the ages of birth and approximately 12 years (Note: Use only if other "relationship" terms, such as "Caregiver Child Relationship," "Parent Child Relationship," or "Teacher Student Relationship," are not applicable or more precise)  
UF Child Adult Relationship

**ANAPHORA (LINGUISTICS)** Nov 2001

SN Use of one linguistic unit as a substitute for, or to refer to, another word or phrase, as in "Ann is a student and this is her class," where use of the pronoun "her" acts as anaphora

**BPR**  
USE TOTAL QUALITY MANAGEMENT

**Business Process Redesign**  
USE TOTAL QUALITY MANAGEMENT

**Business Process Reengineering**  
USE TOTAL QUALITY MANAGEMENT

**CAREGIVER ATTITUDES** May 2001  
SN Attitudes of, not toward, caregivers

**CAREGIVER TRAINING** May 2001  
SN Formal or informal training of care providers, predominantly those working with children but also including those involved with disabled, ill, or elderly adults

**Chancroid**  
USE SEXUALLY TRANSMITTED DISEASES

**Child Adult Relationship**  
USE ADULT CHILD RELATIONSHIP

**COMPREHENSIVE GUIDANCE** Apr. 2001  
SN Model adopted by states and school systems to ensure the systematic delivery of guidance services to all students -- most often refers to grades K-12

**CONTEMPORARY LITERATURE** July 2001  
SN Literature written after World War II, or literature of the present time

**Continuous Quality Improvement**  
USE TOTAL QUALITY MANAGEMENT

**CONTRACT TRAINING** Mar. 2001  
SN Training or education provided under contract, most often by educational, usually two-year, institutions to business, industry, and government (Note: For customized contract training, coordinate with Identifier "Customized Training")  
UF Contract Education

**CQI**

**USE TOTAL QUALITY MANAGEMENT**

**COUNSELING EFFECTIVENESS**  
UF Counselor Effectiveness  
(UF Addition)

Counselor Effectiveness  
USE COUNSELING EFFECTIVENESS

**CREDIT CARDS** Feb. 2001  
SN Small cards (often plastic, issued by a bank or business) that authorize the holder to purchase goods or services on credit  
UF Charge Cards

**EMERGENCY SHELTERS** Jun. 2001  
SN Facilities providing temporary cover from weather or danger

Exponential Function  
USE EXPONENTS (MATHEMATICS)

Exponentiation  
USE EXPONENTS (MATHEMATICS)

**EXPONENTS (MATHEMATICS)** Oct 2001  
SN Numbers or symbols denoting the number of times a number, symbol, or mathematical expression is to be multiplied by itself  
UF Exponential Function  
Exponentiation  
Power (Mathematics)

**FACILITIES MANAGEMENT** Nov 2001  
SN Practice of coordinating the physical workplace with the workflow of an organization (Note: See also related Identifier "Computer Aided Facilities Management")  
UF Facility Management

Facility Management  
USE FACILITIES MANAGEMENT

**FAMILY VIOLENCE SHELTERS** Jun. 2001  
SN Temporary housing facilities for victims of domestic violence

**FILE TRANSFER PROTOCOL** Mar. 2001  
SN A standard procedure for transferring files between computers via the Internet or other TCP/IP networks  
UF FTP (Communications Protocol)

**FIRST GENERATION COLLEGE STUDENTS**

SN Students who are the first in their families to attend an institution of higher education - more strictly refers to students whose parents have attained education at or below the high school level  
UF First Generation Students

First Generation Students  
USE FIRST GENERATION COLLEGE STUDENTS

Gonorrhea  
USE SEXUALLY TRANSMITTED DISEASES

**GRANDPARENTS RAISING GRANDCHILDREN** Dec. 2000  
SN Grandparents who have primary parenting responsibility for their grandchildren  
UF Grandparents as Parents

**HOMELESS SHELTERS** Jun. 2001

SN Temporary housing facilities for persons with no permanent housing, including runaway youth

**INDIGENOUS POPULATIONS** Mar. 1980  
SN (Scope Note Changed) People born in a specific region, country, etc., or whose ancestry is connected therewith (Note: When appropriate, coordinate with geographic Identifier(s), or with the more specific Identifier "Aboriginal Australians")

**INDIVIDUALIZED TRANSITION PLANS** Aug. 2001

SN Plans for the progression of students with disabilities, aged 14 and over, from secondary school to adult life - included as part of an Individualized Education Program, and intended to ensure that students are prepared at graduation to participate in activities that interest them, such as postsecondary education, vocational education, employment, and independent living  
UF Individual Transition Plans

**INTERNATIONAL SCHOOLS** August 2001

SN Schools offering a curriculum different from the national curriculum of the country in which they are located, and that, as a deliberate policy, attract students temporarily residing in a foreign nation to be educated together - often characterized by a commitment to international education philosophy and bilingualism (Note: For schools outside of the United States established to educate children of American military personnel, use Identifier "Dependents Schools")  
UF National Schools

**JOB SHADOWING** Sept. 2001  
SN Activity in which an individual spends time with a worker on the job, observing actual workplace tasks in order to explore a potential career interest

**LEADERSHIP EFFECTIVENESS** Mar. 2001  
SN Success in influencing people to strive willingly for group goals

**LEADERSHIP QUALITIES** Jul. 1966  
SN (Scope Note Added) (Note: If appropriate, use the more precise term "Leadership Effectiveness")

**LOOPING (TEACHERS)** Feb. 2001  
SN Practice in which a teacher moves with his or her students to the next grade level - some loops are two consecutive years with the same group of students, while others may be three or more years with the same group  
UF Multiyear Teaching (Looping)

**Maternal Scaffolding**  
USE MOTHERS  
and SCAFFOLDING (TEACHING TECHNIQUE)

**METADATA** July 2001  
SN Information that characterizes data, or the individual elements that describe and are used to provide access to an object, most often an information re-



source  
UF\_Metainformation

## MONOGRAPHS

SN Single, scholarly publications that treat a narrow topic in detail (Note: Excludes scholarly journal articles, for which coordinate "Journal Articles" and "Scholarly Writing") *Jun. 2001*

Moon  
USE MOONS

## MOONS

SN Natural satellites revolving around a planet (Note: For moons of planets other than the Earth, coordinate with appropriate Identifier, such as Jupiter (Planet)) *Nov 2001*

UF\_Earth's Moon  
Moon  
Natural Satellites  
Satellites (Natural)

Natural Satellites  
USE MOONS

## ONLINE COURSES

SN Classes conducted remotely via computer systems, usually on the Internet (Note: See also related Identifiers "Web Based Instruction" and "Technology Based Instruction") *Jun. 2001*

## PARENT CAREGIVER RELATIONSHIP

SN The interpersonal relationship between parents and their children's care providers *Feb. 2001*

UF Caregiver Parent Relationship

## PARENTING STYLES

SN Child rearing behavior (of parents, guardians, or other primary caregivers) involving the amount of control over a child's activities and behavior and the degree of nurturance of the child (Note: See also related Identifiers "Authoritarian Parenting," "Authoritative Parenting," "Democratic Parenting," "Disciplinary Styles," "Permissiveness," and "Nurturance") *Apr. 2001*

UF Parent Style

## PERCUSSION INSTRUMENTS

SN Musical instruments, such as drums, cymbals, maracas, and tambourines, in which the sound is produced by striking, shaking, or scraping something against a stretched membrane or a hard material such as wood or metal -- excludes the piano (keyboard instrument), which strikes strings (Note: See also more precise Identifiers "Drums," "Xylophones," "Gongs," etc.) *May 2001*

## pH

SN A measure of the acidity or alkalinity of a solution or substance *Jun. 2001*

UF Hydrogen Ion Concentration

## POLYGONS

SN (Scope Note Changed) Closed plane (two-dimensional) figures formed by the line segments that connect three or more points not in a straight line (Note: Use the more specific "Triangles (Geometry)," if appropriate -- see also specific Identifiers, e.g., "Quadrilaterals," "Pentagons") *Jul. 1993*

Postbaccalaureate Reverse Transfers  
USE COLLEGE GRADUATES  
and REVERSE TRANSFER STUDENTS

Power (Mathematics)  
USE EXPONENTS (MATHEMATICS)

Protected Sex  
USE SAFE SEX

REVERSE TRANSFER STUDENTS *Feb. 2001*

SN Students transferring from four-year to two-year institutions of higher education -- includes both undergraduate and postbaccalaureate reverse transfers

UF Reverse Transfers

## SAFE SEX

SN Sexual behavior in which practices are employed to prevent or decrease the spread of sexually transmitted diseases *Sept. 2001*

UF Protected Sex

Safe Sex Practices

Safer Sex

## Safe Sex Practices

## USE SAFE SEX

## Safer Sex

## USE SAFE SEX

## SCAFFOLDING (TEACHING TECHNIQUE)

SN Temporary support or assistance, provided by a teacher, peer, parent, or computer, that permits a learner to perform a complex task or process that he or she would be unable to do alone -- the technique builds knowledge/skills until learners can stand on their own, similar to scaffolding on a building *Feb. 2001*

UF Scaffolded Instruction

Satellites (Natural)

USE MOONS

## Self Restraint

## USE SELF CONTROL

## SEXUALLY TRANSMITTED DISEASES

*Nov 2001*

SN Bacterial or viral diseases usually propagated by sexual contact

UF Chancroid

Gonorrhea

Syphilis

Venereal Diseases (1974-2001)

## SOCIAL CAPITAL

SN Resources of social trust, norms, and networks that people can draw upon to solve common problems -- includes families, schools, churches, neighborhood associations, clubs, and community organizations (Note: See also the Identifier "Cultural Capital") *Feb. 2001*

UF Social Infrastructure

Social Investments

Social Overhead Capital

## SPEECH LANGUAGE PATHOLOGISTS

*July 2001*

SN Health professionals who assess, treat, and help to prevent disorders of speech, language, communication, voice, swallowing, and fluency.

UF\_Speech Therapists

## Speech Therapists

## USE SPEECH LANGUAGE PATHOLOGISTS

## STANDARD SETTING

SN Specifying and defining standards for various activities or programs (Note: If appropriate, use the more specific term "Standard Setting (Scoring)" for the specification of performance level cut points) *Apr. 2001*

## STANDARD SETTING (SCORING)

SN The process of setting cutting scores to determine group membership in a performance category, e.g., pass/fail, A/B/C/D/F grade, hire/no-hire *Apr. 2001*

## SUPERVISOR SUPERVISEE RELATIONSHIP

*Jan. 2001*

SN The interpersonal dynamics between a supervisor and his/her subordinate

UF Supervisor Subordinate Relationship

## Syphilis

## USE SEXUALLY TRANSMITTED DISEASES

## TEACHER CLARITY

SN Comprehensibility of communication from instructor to student *Apr. 2001*

## TECHNOLOGY INTEGRATION

SN Process of making technological tools and services, such as computer systems and the Internet, a part of the educational environment -- includes changes made to curriculum as well as to educational facilities *Aug. 2001*

## TECHNOLOGY PLANNING

SN Process of determining objectives and means for attaining computer systems, Internet access, or other educational technologies *July 2001*

UF\_Technology Plans

Technology Plans

## USE TECHNOLOGY PLANNING

## TESSELLATIONS

SN Repeating patterns of distinct closed shapes that cover a plane without overlapping or leaving gaps, creating a mosaic pattern *Jun. 2001*

## TESTING ACCOMMODATIONS

SN Alteration of standardized or otherwise typical procedures that are employed in the administration of tests to facilitate test taking by persons with physical or learning disabilities, limited English proficiency, or other special needs (Note: As appropriate, combine with specific Descriptors from the "Disabilities" display, or coordinate "Limited English Speaking," "Special Needs Students," etc.) *May 2001*

UF Accommodations for Testing

## TRIANGLES (GEOMETRY)

SN Polygons having three sides (Note: Coordinate with Identifier "Pascal Triangle," if appropriate) *Feb. 2001*

Venereal Diseases (1974-2001)

## USE SEXUALLY TRANSMITTED DISEASES

## VIRTUAL CLASSROOMS

*Oct 2001*

SN Teaching and learning environments located within computer-mediated communication systems that support collaborative learning among students, enabling participation at their own time, place and pace -- these electronic virtual environments are meant to supplement or replace the physical class environment in support of classroom-like experiences, such as group discussion (Note: Do not confuse with "Electronic Classrooms")

## WELFARE REFORM

SN Change in the provision of economic and social benefits furnished by the government or private agencies, designed to improve or remove faults in the existing system *Aug. 2001*

## WOMENS HISTORY

SN History that concentrates on the individual and collective achievements and experiences of women *Dec. 2000*

## WORKING POOR

SN Individuals or families with poverty-level earned incomes *July 2001*

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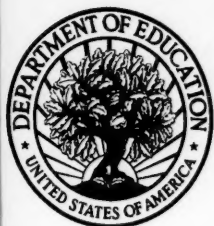
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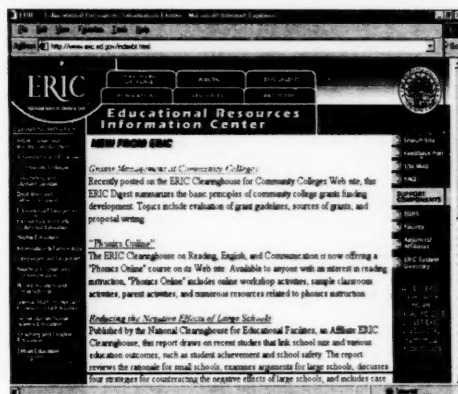
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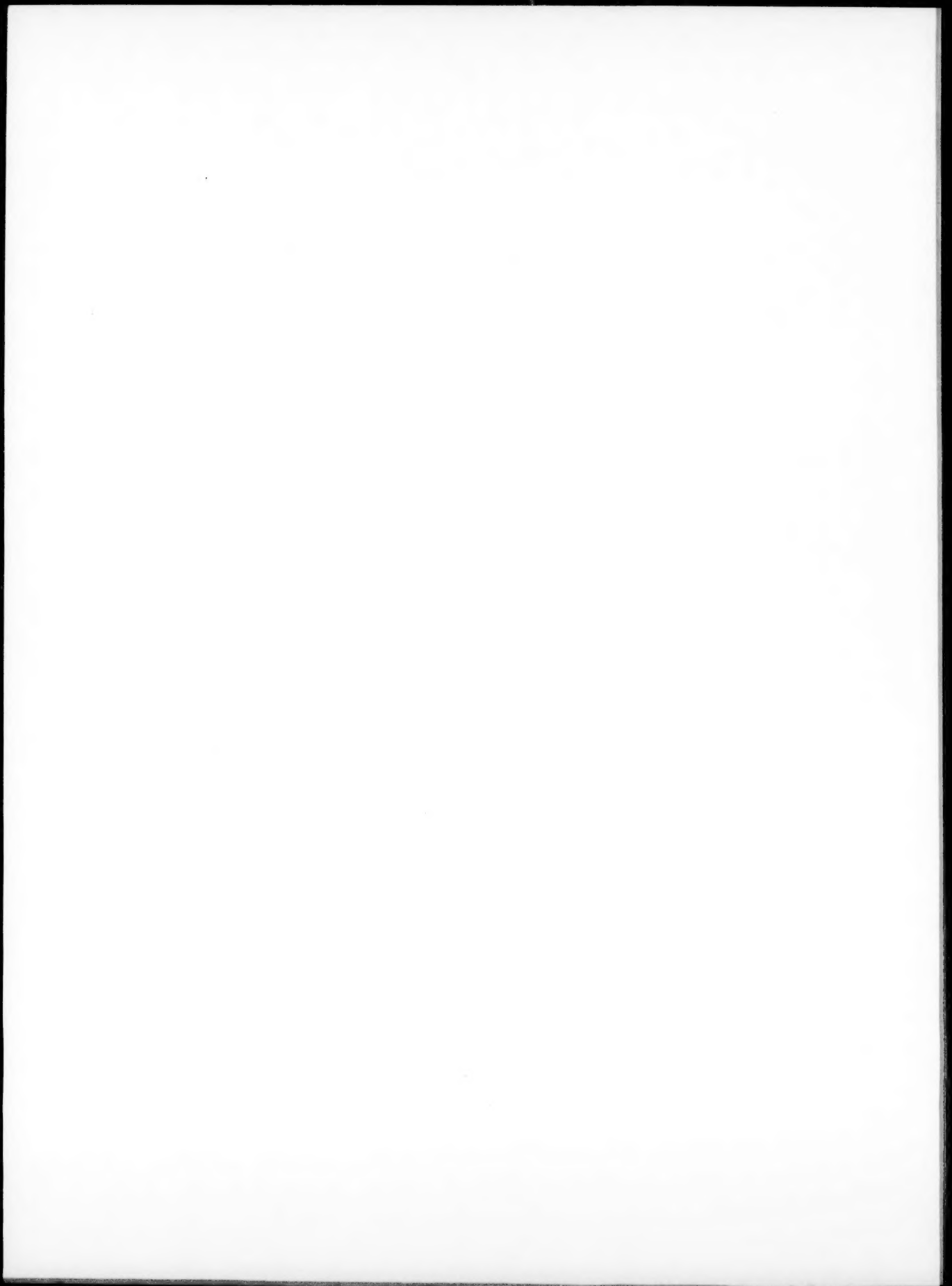
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